DOCUMENT RESUME

ED 153 671 JC 780 206

AUTHOR	Katz, David; Flugman, Bert
TITLE	Community College Support Service and Activity Program for the Disabled Student.
INSTITUTION	City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.
SPONS AGENCY	New York State Education Dept., Albany. Div. of Occupational Education Supervision.
REPORT NO	CASE-24-77
PUB DATE	Sep 77
GRANT	VEA-76-1-558
NOTE	129p.
EDRS PRICE	MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS	Community Colleges; Conferences; *Handicapped Students; Inservice Education; *Junior Colleges; *Physically Handicapped; Self Concept; Student Development; *Student Personnel Services; Student Personnel Workers; Vocational Development; Vocational Interests; Workshops
IDENTIFIERS	Dependence; Independence; *New York

ABSTRACT

Through a series of conferences and workshops held since 1973, the Institute for Research and Development in Occupational Education has been collaborating with community college teams to respond to the educational and occupational needs of disabled students. The program for fiscal year 1977 involved 24 community colleges in New York state and focused on expanding the response capabilities of student personnel staffs as they deliver support services to the disabled, by providing a variety of learning experiences that could be translated into direct interventions on home campuses. The conference theme reflected concern for student dependence vs. independence. Conference keynote addresses included in the document cover such topics as facilitating self-awareness, consumer advocacy, disabled students as perceived by a college president, and providing on-campus support services. Workshop topics include enhancing growth through positive self-concepts; structured and unstructured approaches in assessing interests; career development skills and interventions; sensitizing faculty, staff, and disabled students to relate more effectively; and problem solving exercises using the critical incidents method. Papers on the role of the New York State Office of Vocational Rehabilitation and current programs in postsecondary education for the visually handicapped are also presented. (TR)

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ED153671

COMMUNITY COLLEGE SUPPORT SERVICE AND ACTIVITY PROGRAM FOR THE DISABLED STUDENT

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JC 780 206

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The New York State Education Department
University of the State of New York

CASE 24-77
September 1977

The program reported on herein was performed
under VEA Grant No. 76-1-558

JC 780 206

FOREWORD

So then to every man his chance
--To every man, regardless of his birth,
His shining, golden opportunity.
To every man the right to live,
To work, to be himself and to become
Whatever thing his manhood and his vision
Can combine to make him--
This seeker is the promise of America

Thomas Wolfe

In law and as government policy, education is today increasingly being recognized as the disabled individual's right. Within the past several years, a number of forces have impelled attention to the higher education needs and expectations of handicapped people. Among these has been the "consumer" movement, highlighted by organizations and coalitions of disabled persons themselves who, in seeking redress, turned to the Congress, state legislatures and the courts. A major outcome of these efforts has been the newly issued regulations to implement Section 504 of the Rehabilitation Act of 1973 which mandate colleges to follow non-discriminatory policies in admissions and recruitment, academics, services and general treatment of disabled students.

Beginning in 1973, the Institute for Research and Development in Occupational Education (IRDOE), with the support of the New York State Education Department's Bureau of Two-Year College Programs, developed a series of programs that responded to the post-secondary needs of disabled students. In the ensuing years, as the number of community colleges participating in the program increased, it became evident that the collaborative effort had a cost benefit effect.

Two-year colleges realized that their problem solving capabilities could be strengthened through cooperative exchanges of information methods, and approaches. In essence, the informal consortium of colleges organized by the Institute provided a framework in which problems related to disabled students could be solved more easily and effectively.

Each succeeding year the conference/workshop project has taken a different major theme--either outreach, on-campus support, career development, and/or job placement. However, a primary objective of the project has been to reintroduce all themes or basic areas of concern at every conference and workshop in an effort to provide ongoing sensitization of participants.

It has been the intent of this year's program to nurture and expand the response capabilities of student personnel staffs as they deliver support services to disabled students. Special attention was directed to the examination of attitudes and activities which foster "independent" behavior among disabled students.

It was the expectation of project staff that the "hands-on" training of college personnel would have a direct impact on the functioning of disabled students, since the greatest resource for keeping alive the issues and concerns of disabled students is the energy and commitment of student personnel staffs.

Providing programmatic leadership to colleges as they attempt to deliver services to disabled students is a continuing commitment of the Institute. It is the expectation of staff that the progress made thus far will increase, at a greater pace, and with a widened scope, thus accomplishing the overall goal of fully integrating the disabled citizen into the life of the college community.

Lee Cohen, Ph.D.
Director, Institute for Research and
Development in Occupational Education

ACKNOWLEDGMENTS

To the many people who contributed to project activities we offer appreciation for the time, energy and support given. We are especially grateful to the New York State Education Department for providing the opportunity to pursue for another year a program that promises to enrich the lives of disabled youth on community college campuses.

To the advisory committee, who gave unsparingly of their time and expertise in planning statewide and regional workshops:

Herb Bender, Coordinator of Special Services
Dutchess Community College

Gloria Berens, Psychologist
Success Motivators

Eileen Best, Office of Student Personnel Services,
Dutchess Community College

Fred Francis, Director of Rehabilitation Services
Human Resources Center

Maxwell Frielich, Vocational Rehabilitation Specialist
Bronx Veteran's Administration Hospital

Leo Goldman, Professor
Graduate School and University Center, City University
of New York

Jack Jaffe, Counseling Psychologist

Victor Margolis, Counseling Psychologist, Coordinator of
Services for Higher Education of the Disabled,
Nassau Community College

Elliot Rosman, Coordinator of Handicapped Student Affairs,
Queensborough Community College

Randy Tarrier, Professor
Graduate School and University Center, City University
of New York

Rosalind Zuger, Director of Placement Services
Institute of Rehabilitation Medicine

To the resource people at the conferences whose participation provided substance and direction for workshop activities:

Howard Berger, Director
Division of Vocational Rehabilitation Operations

Charles Brown, Senior Rehabilitation Counselor
Commission for Visually Handicapped

Edwin Cooney, Director, Civil Service Programs for the
Visually Handicapped
Genesee Community College

Eunice Fiorito, Director
Mayor's Office For the Handicapped. New York City

George Potter, President, Ramapo College of New Jersey

Laurie Potter, Counselor for Specialized Services
Ramapo College of New Jersey

Lee Cohen, Director of IRDOE, was a source of assistance and support throughout the project.

Special thanks are offered to Dean James B. Harr, Dutchess Community College for the support and assistance in developing the Mid-Hudson conference.

We thank Roz Fisher whose editorial skills provided the framework for making this document into a useful tool for college personnel.

The entire project depended upon the administrative and secretarial skills of Gloria Davis and Blanche Berk, whose abilities for accomplishing the impossible are most remarkable.

Finally, and most importantly, we extend our gratitude to all the participants who by their enthusiasm and sharing of knowledge have indicated a caring for and a commitment to assisting students who are disabled.

Bert Flugman, Ph.D.   David Katz, Ph.D.

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Introduction and Background

Through a series of conferences and workshops held since 1973, the Institute for Research and Development in Occupational Education, (IRDOE) in cooperation with the New York State Department Bureau of Two-Year College Programs and the Office of Occupational Education, has been collaborating with community college teams to respond to the educational and occupational needs of disabled students.

This program is a follow-up of the following projects:

- Responding to the Needs of the Handicapped: Two-Year College Strategies Workshop (1974)
- Implementation of Strategies for the Education of the Handicapped at Community Colleges (1975)
- Implementation of Strategies for the Handicapped II (1976)[1]

These projects assisted community colleges to respond more effectively to the occupational wants and needs of disabled students.

To aid the two-year colleges in the broadest possible manner, program activities at all these conferences dealt with affective as well as cognitive areas, since many concerns of the disabled on campus and those who provide services for them are related to fears, anxieties and prejudice. The workshop/conferences responded to the need for increased awareness by using small group problem-solving techniques. In addition, by employing a variety of methods (resource panels, multimedia presentations, games and simulations) information gaps were narrowed, thus providing a basis for developing modifying current on-campus programs for disabled students.

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[1] See Report No. CASE-36-76, pp vii-xi, for a more detailed history of the projects.

Responses by the colleges to the conferences' themes and processes were highlighted by the description of programs developed on several campuses, the ideas for which were stimulated by IRDOE's previous workshop activities. Colleges which were just beginning to work with the handicapped indicated that the workshops offered the needed direction and reinforcement to expand their programs.

Over the years, project advisory committees targeted three areas of concern where two-year colleges might effectively respond to the needs of disabled people in the communities served by the colleges: 1) Outreach--through identification and recruitment of disabled students in the community; 2) On-campus identification and support of disabled students in the community; and 3) Job development and job placement of disabled students. The FY '77 project, "Community College Support Service and Activity Program for the Disabled Student," which is described in this report, parallels the efforts of previous projects in that it is viewed as an intervention reflecting varying levels of services provided by community colleges.

Although each succeeding year of the conference/workshop project has emphasized a different theme, a primary objective of the series of projects has been to reintroduce all basic areas of concern at every conference/workshop in an effort to provide ongoing sensitization for participants.

Programmatic Considerations

To respond to the educational and occupational needs of disabled people requires approaches that characterize those currently used for other disadvantaged groups. There is need for steady, continuous support; there is need to acknowledge that change in the immediate and/or larger environment has impact on the growth process; that the disabled, like the non-disabled, in order to become self-sustaining and autonomous, have a need and desire to be independent but often require individualized attention and/or modification in their skills training. However, once the disabled have developed these skills, their need to secure employment becomes the crucial problem.

Within the last decade, two-year colleges have increased and widened the scope of job placement and job development activities--a de facto acknowledgement that obtaining employment for the disabled is a cooperative venture. However, job development and job placement for the disabled almost always necessitate special effort and expertise. College job placement personnel have recognized this in their day-to-day attempts to find jobs for the handicapped. College personnel soon discover as they meet with employment managers that business/industry prioritize their hiring by giving the non-disabled preference regardless of the fact that the disabled may be equally competent. In keeping these realities in mind, there has been an explicit effort to maintain and continue support services for disabled students in the job development and employment area by using and/or altering successful practices developed on campuses throughout the state.

To date, implementation activities at community colleges have evolved in a natural progression, from outreach to on-campus support and, lastly, job placement. However, this last area of endeavor, job placement, still requires the development of a concentrated continuous and long-term commitment. It is estimated that six to seven times the effort may be needed to find employment for the disabled as contrasted with the able-bodied, and even though these efforts have the support of affirmative action legislation, job placement and job development are viewed as needing high priority in the allocation of campus assistance.

In summary, change in attitudes and behavior toward the disabled on the part of the college community and the business/industry community ought to be measured incrementally. There is need for positive and knowledgeable leadership on two-year college campuses to maintain and continue approaches that have been successful in responding to the needs of the handicapped, in outreach, campus support services and job placement. With this year's project, "Community College Support Service and Activity Program for the Disabled Student," IRDOE is continuing to assist in developing new strategies and disseminating those whose worth has been validated through on-campus experience.

Overview of Project Activities

This report summarizes the FY '77 program which focused on two major activities. One was a day-long workshop/seminar, "Mainstreaming: Competence and Performance," held in March 1977 in cooperation with Dutchess Community College during the county-wide observance of Awareness Week, a week-long series of activities aimed at sensitizing the public to the needs and problems of handicapped persons in the Mid-Hudson region.

The Dutchess Community College program brought together a wide variety of participants including disabled college students, college administrators, student personnel staffs and coordinators of special service programs and professionals from rehabilitation and community social agencies.

In selecting Dutchess Community College as the site for this cooperative venture, project staff and the college's student personnel office envisioned the workshop/seminar as one that might serve as a prototype for future workshops held on a regional basis on campuses throughout the state. Members of the planning committee for the Dutchess Community College event represented a cross-section of institutions and organizations who had demonstrated a known capability of responding effectively to the needs of disabled people. Among the participants on this advisory group were those from:

- Human Resources Center, Albertson, New York
- Nassau Community College
- The Institute of Rehabilitation Medicine
- The Committee to Advance the Goals of Higher Education for the Disabled, CUNY
- Institute for Research and Development in Occupational Education, CUNY
- Dutchess Community College

As the planning for the "Mainstreaming" theme developed, advisory committee members looked beyond the program to be held at Dutchess Community College. They viewed the possibility of organizing on a more permanent basis a group such as theirs which could serve as a task force for planning and implementing programs needed by two-year colleges, as these institutions attempted to resolve problems related to disabled students.

It was projected that the task force's main functions would be to serve as a clearinghouse to which problems arising on a college campus could be sent for analysis and solution. In addition, the task force would have the capability, on an ad hoc basis, to make "house calls." It would respond quickly to requests by community colleges for assistance in resolving problems related to the disabled. Since many campus-bound problems are similar in nature, it was felt that successful results of task force involvement could be disseminated soon after intervention, thereby reducing the time lag between a college's acknowledgement of a problem situation and its becoming involved in implementing a solution. The activities and results of the Dutchess Community College conference are described in a later section.

The major programmatic effort of FY'77 was a two-day statewide conference/workshop held in Kerhonkson, New York from May 1-3, 1977. The program, involving twenty-four community colleges in New York State, focused its attention on providing a variety of learning experiences, which could be translated into direct interventions on home campuses. The theme of the conference that permeated all workshop activities reflected the "Dependence vs. Independence" concerns of student personnel staffs as they respond to the needs of disabled students.

When the project advisory committee first began planning the program for the statewide conference, it necessitated a review of issues and concerns and concomitant activities and strategies addressed in previous IRDOE endeavors in responding to the needs of disabled students.

To summarize some of the issues deliberated upon by advisory committee personnel, Dr. Victor H. Margolis, Professor at Nassau Community College, a long-time member of the Advisory Committee, was asked to develop a statement that would focus on some of the psychological concepts and constructs touched on by day-to-day programmatic interventions on community college campuses.

The following is a statement which not only recapitulates the issues and concerns of those who work with the disabled on campus, but, perhaps more importantly, offers new insights of how one may interpret and understand the world of the disabled as it is perceived by them.

Issues in Facilitating Self-Awareness: For Disabled as Well as Non-Disabled Individuals

The need for promoting a healthy and productive awareness of self is undoubtedly a crucial aspect of functioning for all human beings. It becomes even more important for the disabled and those who work and interact with the disabled because the disability often generates attitudes and behavior that limit such a productive or positive self-awareness.

In one sense the issue of self-awareness is neatly illustrated in the adage "There but for the grace of God go I." This reflects both the very humanness of disability--it could happen to anyone--and, at the same time, points up the sense of separateness that disability can generate between the non-disabled and the disabled--the disability is not me: not happening to me, can't happen to me. However, the issues underlying self-awareness are somewhat more complex. The following are some of the key issues.

Discrepancy between self image and disability: Denial of disability. It is reasonable to expect that if the effects of and indeed the very reality of a disability are denied and therefore unknown to the individual, then true self-awareness is impossible. Denial of the disability removes from awareness critical aspects of behavior and important components of the self-image. Often it leads to what Beatrice Wright[2] and others refer to as the "as if" behavior, that is, behaving "as if" the disability did not exist. This can lead to behavior that seriously hampers productive functioning, as for example, in the case of the student who will not discuss his needs with his teachers for fear of what such exposure will mean in his relationships with teachers and other students. In so doing the student hampers his ability to perform and thereby can perpetuate the negative effects of the disability.

While denial of disability is a negative behavior, it also has important positive value to the disabled individual in that it protects self-image during the critical period of adjustment to the disability. It is not suggested here that denial be challenged, but rather it should be understood.

Attitudes. Negative attitudes can restrict opportunities for growth and prevent the learning of productive skills and behavior that promote a healthy self-image. Believing that one is not capable of doing is often sufficient to prevent one from ever learning how to do. But even more critical is that negative attitudes help to prevent the community and its members from providing the necessary opportunities to learn about a disabled person.

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[2] Wright, B.A. Physical disability of occupations--a psychological approach. New York: Harper & Row, Inc., 1960.

The negative attitudes take many forms:

- Restricted opportunities: e.g., "blind students should not study math."
- Belief that one is not capable: "Someone in a wheelchair could never do that."
- Killing with kindness: "Oh, let me do that for you." (i.e., "I don't think you can do it.")

Attitudes toward the disabled are similar to societal attitudes towards other minority groups and generally engender the same kinds of responses. It is important to keep in mind that negative attitudes are held by both the disabled and the non-disabled and both need to be attended to. In addition, the particular poignancy of attitudes towards disability is that while "I could never be black or a native American; I could be disabled." Such poignancy leads to a particular kind of difficulty in reducing the negative attitude "I don't even want to think

Secondary Gains. Disabled individuals and those close to them do derive benefits secondary to the primary effects of the disability.[3] At the core of such secondary gains are the complex problems derived from dependency and the anxieties associated with achieving independence. Going to school, learning complex skills, dealing with social situations that require self-assertion, and making the transition from school to work generate a whole host of anxieties. Not the least of these anxieties is the fear of failure and the loss of support which may follow the giving up of the protected life of childhood. If we add to the above, a disability, the anxieties become somewhat greater as do the potentials for avoiding tasks that require autonomous behavior.

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[3] Ibid

The effects of secondary gain complicate the process of promoting self-awareness. They promote resistance to change that is often unconscious and feed the negative attitudes we want to change. For example, a protective behavior that is elicited by a disabled person and which might be described as overprotective is oftentimes perceived as being both natural and essential. It also generates considerable hostility when it is questioned.

Spread of Effect. This concept as described by Beatrice Wright[4] defines a crucial characteristic of attitudes toward the disabled. The presence of a disability often generates the belief that the disabled individual is lacking in other ways. It was believed, for example, that disabled individuals with disabilities unrelated to intellectual functioning were stupid just because they were disabled. This spread of the effect of a disability certainly complicates the problem of promoting self-awareness and a healthy attitude toward the self. It points up the need to view disabled people as individuals--not as disease entities. The emphasis placed on the distinction between disability and handicap is important to keep in mind. A disability may be viewed as a condition that usually can be described medically. A handicap is a result of environmental barriers which disability interposes between the person and his maximum functional level.

Reduction of Barriers. Perhaps the greatest asset to the process of facilitating the healthy functioning of the disabled individual is the removal of barriers that prevent the individual from operating independently. No matter how well meaning the intent, carrying a wheelchair bound individual into a building does little to promote a healthy self-image or a healthy attitude. A ramp would accomplish a variety of outcomes in promoting self-awareness. It would engender a sense of independence, help reduce the humiliation of being carried, generate interaction between the disabled and non-disabled, and open up opportunities for learning new skills that in and of themselves promote better self-awareness.

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[4] Ibid.

Conclusion. The above while certainly not complete, touches on the critical issues related to promoting self-awareness. These issues point up the basic considerations for promoting a healthy self-image --that is, people who are able to have successful experiences or who can experience failures without being overwhelmed will feel good about themselves. Therefore, it seems reasonable to suggest that efforts to promote self-awareness should include the removal of all types of barriers including environmental ones that block educational and work experiences as well as those that inhibit interpersonal communication.

The following section describes the statewide conference held at Kerhonkson, New York. The conference activities reflect some of the concepts and issues considered in the aforementioned statement on facilitating self-awareness.

The following section describes the statewide conference held at Kerhonkson, New York:

THE MAY CONFERENCE

COMMUNITY COLLEGE SUPPORT SERVICE
AND
ACTIVITY PROGRAM FOR DISABLED STUDENTS

Kerhonkson, New York
May 1-3, 1977

Implementation Activities

In the Fall of 1976, copies of the final report of the IRDOE project, "Implementation of Strategies for the Handicapped II," 1975-76[5] were sent to all community college personnel who had participated in previous years' programs for disabled students. Along with the report, the Institute for Research and Development in Occupational Education (IRDOE) distributed a survey questionnaire designed to elicit information concerning activities either in the planning or operational stages at the community colleges. The intent was to use the information obtained as a basis for planning programmatic activities for 1976-77. Questionnaires were distributed to every community college in New York State.[6]

During the spring of 1977, the project advisory committee held several planning sessions to determine the theme and activities for the May statewide conference. It was decided that the major thrust of the conference would concern itself with programmatic interventions that could be used directly by participants in responding to the needs of disabled students on their campus. This decision resulted from an evaluation of the statewide survey and a critical review of problem areas and concerns that had been identified in previous workshop/conferences sponsored by IRDOE.

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[5] Report No. CASE-36-76 July 1976

[6] See Appendix A for summary of questionnaire responses

The following is a list of these concerns extrapolated and categorized in broad thematic patterns.

From the disabled person's point of view:

- What can I do for myself? At what point do I ask for help?
- How do I deal with a faculty member who is not sensitive to my special needs?
- What obstacles will I be confronted with? How will I get around on campus? Who will help me when I have a problem?
- Will I be accepted by peers? How do I make social contact among a non-disabled population?

From a faculty point of view:

- How does one differentiate between the need for special services and special treatment?
- How does one respond to a disabled student who has special needs?
- How does one determine the adaptations needed to help a disabled student?
- How does one overcome feelings of discomfort when teaching a disabled student?

From an administrator's point of view:

- What approaches are most effective in attracting disabled students to our campus?
- What special provisions should we make to accommodate disabled students in registering, administering standardized entrance exams, and in selecting courses?
- How do we overcome architectural barriers which limit the students in course selection and/or utilization of facilities, (e.g., cafeteria, bathrooms and physical education plant?)
- How does one organize safety and emergency procedures that respond to needs of disabled students?
- What are ways of organizing a support service program including readers, tutors and/or translators?

- How do we obtain special equipment? How do we determine priorities regarding equipment needs if a limited amount of money is available?
- What is the role of community rehabilitation and social agencies in assisting the disabled student on campus?
- How do we articulate/coordinate support services to disabled students, among professional, paraprofessional and volunteer groups.

From the student personnel staff point of view:

- How does one approach the newly arrived disabled student on campus, (e.g., special treatment, providing assistance only when asked for, treating the student like everyone else)?
- Should there be special counselors assigned to disabled students?
- What are effective ways of carrying out awareness type and self-advocacy programs?
- What ombudsman or advocacy functions should a counselor have vis-a-vis disabled students?
- How should career development activities for disabled students articulate with vocational education programs?
- What are the most effective ways to involve business/industry in the job development/placement process?
- What is the role of student personnel staff in developing grant proposals? How does one involve different segments of the college community in developing such proposals?
- What is the role of student personnel in working with families of disabled students?
- Who should be responsible for job placement of disabled students--the coordinator of special services, the job placement officer or should it be a joint effort?
- How does one assess the job readiness of the disabled student? In what way is it the same or different than approaches used for non-disabled students?

Pre-Session: Equipment Displays and Hand-Out Materials

In preparation for the opening session at the conference, Elliot Rosman of Queensborough Community College organized a display of equipment used by disabled people. A number of exhibitors demonstrated the latest technological advances among which were adaptive devices and appliances used by those having disabilities affecting sensory systems and ambulation. Participating organizations included the New York Telephone Company, The American Foundation for the Blind, The Amigo Company and the LEM Company. The latter two companies demonstrated new types of wheelchair designs.

In addition to the equipment exhibition, the Institute for Research and Development in Occupational Education prepared a packet of materials for each participant.[7]

Sunday evening, May 1, 1977

Opening Session

Dr. David Katz, project director, convened the meeting on the evening of May 1, 1977. He introduced Dr. Lee Cohen, Director of the Institute for Research and Development in Occupational Education (IRDOE), who welcomed the participants and presented a brief history of IRDOE programs for the handicapped. After his welcome, Dr. Katz introduced the first keynote speaker, Eunice Fiorito, Director of the Mayor's Office for the Handicapped, New York City, and President of the American Coalition of Citizens with Disabilities. This section of the report includes an edited summary of her presentation.

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[7] See Appendix B for complete list of materials

KEYNOTE ADDRESS:

"CONSUMER ADVOCACY: DISABLED ADULTS TAKE ACTION"

EUNICE FIORITO: Director of the Mayor's Office for the Handicapped, New York City

In her opening remarks, Ms. Fiorito asked the conference participants to assist the disabled in developing basic skills that are needed in organizing self-help groups. She indicated that the tools and equipment of group development are essential items in the day-to-day functioning of disabled people. She called upon members of the audience to stimulate the academic departments at their colleges to develop ways that encourage disabled people to become more active leaders.

Ms. Fiorito noted IRDOE's contribution in bringing about change on college campuses for people with disabilities. She said:

> I am delighted to see that IRDOE has been doing the kinds of things around the City and the State that it has been doing...it has not only been doing evaluations and research--but I think it has been doing something that is much more important--it has been providing the necessary kind of leadership and advocacy on college campuses not only in the New York City area, but throughout the State. It has been influencing and bringing about, either directly or indirectly, change on campuses regarding people with disabilities.

Ms. Fiorito emphasized that the changes which have taken place so far are a reasonably good start, but that much still remains to be accomplished. She expressed her belief that implementation of Section 504 of the Rehabilitation Services Act will have far reaching impact on the lives of the millions of people with disabilities. She stated her hope that implementation of 504 will change the service-delivery system from a system of words and philosophies to one of actions which will be truly relevant.

Ms. Fiorito recalled her timidness, fear of rejection and "super-humble" behavior when she first entered college some years ago before the advent of advocacy. These reminders made her sharply aware that the leaders in the disabled people's movement need strong self images, healthy egos and faith in themselves as persons, just like those of non-disabled leaders. "Activists in the disabled people's movement who pressured legislators for passage of Section 504," she continued, "were outspoken, reasonably bright, not frightened, in command of what they were doing, aware of their objectives and had a plan to gain their objectives."[8]

Ms. Fiorito then described the growth and development of the organized movement for people with disabilities. Before 1950, although there were individuals who were disabled and who "went out there and made it to some extent," there were very few, if any, organized movements of people with disabilities. The impetus came after the second World War from veterans who were seeking compensation for the disabilities they had acquired in the war. In noting the recognition disabled veterans were gaining, other non-veteran disabled groups such as the National Paraplegic Foundation, The National Federation of the Blind, and the National Association of the Deaf began to organize also. For the next fifteen years or so, these groups grew internally while keeping a low profile publicly. Ms. Fiorito attributed this invisibility largely to the self-image held by many of the disabled population. Even today, many have the same self-image.

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[8] Eunice Fiorito, a director of the American Coalition of Citizens with Disabilities, had just returned from a meeting with Secretary Califano, HEW, at which time he had signed the implementing regulations for Section 504 of the Rehabilitation Act of 1973.

In placing this concept of self-image in context, she said,

> "Periodically, they came out into the open, but they also carried, and many of us to this day who are disabled still carry in our psyche and in our self-concepts the notion that we are not as good as, or we are not as able as...we do not see ourselves as equal. There are some of us, unfortunately, in that position. We carry with us feelings of gratitude to society for everything that it does for us.

The civil rights movement of the 60's was a benchmark that signaled change, Ms. Fiorito stated. In the 60's more disabled people were entering college and the mainstream than had been the case in the past. They were influenced by what was happening on college campuses. She indicated that for many the model set by minority groups on campus had appeal to the disabled. They began to see that if minority groups could set goals and purposes and act on their own behalf, so could the disabled accomplish as much for themselves. It was the beginning of a groundswell which in essence said, "we have needs; we have ambitions; we are competent; and we are able. We are going to act on our own behalf." This groundswell gave rise to the political activism of the 70's. In 1972, groups of people with differing disabilities began to meet and explore the commonalities among their problems, and to work together to find solutions. A bond was created as these groups worked together towards passage of federal legislation and by 1975 the American Coalition of Citizens with Disabilities (ACCD) was created, an organization of organizations which was consumer-oriented and directed by disabled people themselves. Said Ms. Fiorito:

> We put our act together. At present there are approximately forty-seven to fifty organizations that comprise this coalition, national organizations, state coalitions. We now know that we can work together, that we are working together, that we will work together...
>
> We have learned in the past several months that we are not going to do this task alone; we've learned that we must become political. That is where the action is. We've learned that we must not only influence by working behind the scenes, but we must work up front, that we must have goals and action plans...we've learned much about ourselves and who we are, what we need and where we're going. We've learned that we are a "new" minority; that we are now accepted by society as that new minority around the country. In the last three weeks people who never spoke about disability other than in terms of sickness or illness or fear or dread are beginning to talk about disability and the rights of people with disabilities, considering us as real people. That, my colleagues, is a breakthrough.

Ms. Fiorito described the issues that ACCD had fought for, many of which were subsequently embodied in Section 504. These included "a right to an education, to services, to equality on campuses, and to employment."

> Our young people had a right to education, to be mainstreamed, to be given the services that were needed, to be given the supportive services; that those services were ours by right and not by the fact that we had a disability; that social services were there for the community and we were a part of the community and that they were not to be given to us just because we were disabled.

(The following portion of the address highlights the implications and challenges for community colleges in implementing Section 504's regulations.)

> However, what does this mean to you? What will it mean to the future of the disabled people's movement? It will mean that people like you who are training people with disabilities have to be able to train these young people to be leaders and to deal with life. You have the responsibility to make all your programs accessible and to provide the necessary support services such as readers and interpreters, but, more importantly, you have now the greater responsibility of providing communities throughout the country with leaders

who are disabled and who will take up where some of us are going to be leaving off. The 504 regulations are going to require disabled people to have an input in developing programs, in working with organizations and government bureaus in removing architectural barriers, and in developing employment programs....

Do you know what? I am truly frightened because we do not have all the leaders we need to fulfull those requirements. My personal task in the next year and the task of the National Coalition of Citizens with Disabilities and the task of every rehabilitation worker, and the task of every person who claims to be an advocate or have some interest in improving the lives of disabled people is to train leaders to get out there and do the tasks that need to be done. All of us have the task of developing our people so they can have the confidence and skills that are needed to cope with life....

The people here today have to think of occupations in a broader context. An occupation is not just a job; it is preparing people for living, for dealing with all aspects of life including the carrying out of leadership functions. To learn how to be a scientist, to learn how to be a therapist is only one facet. It is our mutual responsibility to develop people, not only for occupations, but for leadership in life. I challenge this group to accomplish these goals....

New York State has been a leader in many ways, as far as responding to the needs of disabled people is concerned. And it must continue to be that leader....

A rehabilitation system to the best of my knowledge and experience trains people to adapt to their disability, to cope with their disability, to deal with the disability, to handle the environment, but I do not really know if our rehabilitation system has worked on a program of training people to be activist leaders....

On college campuses, departments of psychology, sociology and other social disciplines must be used to study ways by which we can develop more active leaders. You, on the college campuses, have the responsibility to bring to us, the disabled who are on the front lines, the tools and techniques of group development. You must offer yourselves as our consultants. You are an essential part of the process which is directed at assisting disabled people to lead fulfilling lives. These, my colleagues, are your challenges....

> You will be participating in some interesting programs in the next two days. I hope you will learn from them...that not only will you take what you have learned back to your campuses, but that in some way you will find a means to develop additional supportive skills and techniques, and provide them to disabled students and their organizations on your campuses.

Following her address, Ms. Fiorito was asked by a conference participant for an opinion of legislation recently introduced, under which all rehabilitation services including the Office of Vocational Rehabilitation and the Commission for the Visually Handicapped would be brought together under another administrative and organizational structure. Ms. Fiorito said that organizations serving blind people have generally opposed this legislation. However, speaking for herself and not as a representative of any organization, Ms. Fiorito expressed the opinion that she is in favor of a restructuring of these services under one agency and that she believes different groups would be able to retain their own identity within the structure. She indicated that multiply handicapped persons are not being suitably served under present arrangements and that her concern is making sure that all people get the services they need and that all populations receive equal treatment.

The second keynote speaker was George T. Potter, President of Ramapo College of New Jersey. Dr. Potter has been President of Ramapo College of New Jersey since its founding in 1969. From the very beginning of his presidency he has demonstrated a commitment to make the college an institution which could respond to the higher education needs of disabled people in the community. Today Ramapo College is viewed by educators, professionals in the area of rehabilitation and most importantly by disabled people themselves as a prototype for planning, organizing and implementing programs and services for disabled college students.

President Potter's professional background includes training in such diverse areas as philosophy, politics and economics. In introducing George T. Potter, David Katz commented:

> What a wonderful combination for dealing with the disabled because from a political point-of-view, one must know how to use power, from an economic point-of-view, one must know how to use money parsimoniously, and, if things don't go well, you have to be philosophical.

KEYNOTE ADDRESS

"DISABLED STUDENTS ON CAMPUS: PERCEPTION OF A COLLEGE PRESIDENT"

GEORGE T. POTTER: President, Ramapo College of New Jersey

In 1969, in a one-man office, George Potter, who has known disability from personal experience, began to build a new college in Ramapo, New Jersey. After commenting about the work of IRDOE and participating colleges as "most impressive," and Ms. Fiorito's talk as "inspiring," he said that his own presentation was going to be more of a practical statement--an outline of the difficulties that he had experienced in his efforts thus far to create a barrier-free campus and a situation that is responsive to the needs of disabled students.

His mandate was to establish a new four-year state college in New Jersey which was to respond to the unmet higher educational needs of diverse groups in the community. Among these were ethnic and racial minorities, older citizens and the disabled.

President Potter stated that in the beginning he utilized the resources of several groups as vital sources of support and consultation. Among these were community and social agencies such as the Easter Seal Society; the other resource consisted of concerned faculty and administrators at the college. Within these groups were those who believed the task of responding to the needs of disabled persons to be one that could be accomplished rather easily. President Potter indicated that this belief emanated from a rather simplistic assessment of the task. It was predicated upon the assumption that since there were laws that mandated that all new state buildings should be barrier-free, one just had to read the law, follow the formula and the job would be done. In practice, this turned out to be painfully naive. It didn't take very long for him to discover that many architects and engineers were not familiar with the new regulations of the American Standards Association and, furthermore, they showed little concern. Dr. Potter stressed that it is not enough to put the responsibility for meeting barrier-free standards in the hands of a professional group and let them do as they see fit. Their performance, he said, must be monitored continuously by administration. The administrator in this business has to be aware of the law and committed to achieve the objectives of the law.

Dr. Potter then outlined other kinds of practical problems that he had to resolve. Published standards are, more often than not, minimum standards which oftentimes in practice fall short of meeting the needs of disabled students on campus. Accessibility problems were found to be endless. In elaborating, he gave the following example:

> Our first building was built to the then prevalent standards and we found that when the first building was up and the elevator was opened you could just get into the elevator with a motorized wheelchair and once you were in, if you were paraplegic or similarly disabled, you had no way of operating the elevator.... If you were blind you had no way of knowing just where the controls were or how they should be operated.... We also found the requirement that there be one automatic door to a building was a ridiculously poor requirement.

Dr. Potter pointed out that when he first began his presidency, the awareness of disabled students' needs was minimal. In addition, on-campus support from professional associations and the college's affirmative action office was virtually non-existent. In attempting to remedy these deficiencies, he soon learned that it was necessary to develop administrative practices that would guide the monitoring of work done by architects and engineers as well as on-campus agencies which had policy-making functions. Dr. Potter said:

> In addition to barrier-free facilities you need a barrier-free philosophy; you need a barrier-free orientation that must extend into all phases of operation: admissions, counseling and health services, to every service that the college routinely undertakes, and that includes the work that our faculty performs in the classroom.

To respond to the needs of disabled students, an Office for Specialized Services was established on campus with the assistance of Laurie Potter, the next speaker on the program.

KEYNOTE ADDRESS

"PROVIDING ON-CAMPUS SUPPORT SERVICES"

LAURIE S. POTTER: Counselor for Specialized Services,
Ramapo College of New Jersey

In her opening remarks, Ms. Potter indicated the need for administrative support when she stated:

> Politically, it is very important to have key administrators, particularly the president, on your side because not much else moves if you don't. You can plan the greatest program in the world, but if you don't have that key person with you, it is going to be devilishly hard to get it through. If the president says "go," then it's done on campus and it's acceptable and the tone is there.

In acknowledging that she was privileged to have close access to the President of Ramapo College, she described how his positive attitude and support had helped secure the cooperation of other groups on campus whose services were essential to the day-to-day operation of the program. Among these was the campus facility office which had the task of resolving problems related to making the campus barrier-free, e.g., planning appropriately placed curb cuts. The business office which had direct contact with the state rehabilitation agency was another group involved in that it was the channel through which financial support of disabled students was funneled. A third group was comprised of those who had security and maintenance functions. These people had to respond to emergency situations, for example, where a student had to be sent to a hospital or where the walkways had to be made free and clear of snow or ice.

Laurie Potter stressed the fact that a major function of the

Office of Specialized Services was to raise the consciousness level of the college community and as a result the college had developed an "awareness program" in which the President participated actively. One of the activities was having non-disabled persons on campus (including faculty, administrators and students) spend a full day in a wheelchair. Non-disabled personnel simulated being visually impaired and went around campus with their eyes bandaged. Part of the rationale for implementing an awareness program was the belief that these activities contribute directly to having people on campus understand and make appropriate accommodations to the needs of special populations.

Ms. Potter described some of the supportive services offered by the College's Office of Special Services including pre-admission interviewing where incoming students who are disabled are made aware of available supportive services, e.g., readers, writers, tutors. For those with visual impairment large print editions are made available.

The presentation by the Potters was a unique opportunity to view almost the entire growth process of a program--from conception to adulthood. The "maturation" stage was not included since that period of development is just beginning.

Workshop Sessions, May 2, 1977

A major portion of conference activities were conducted in small groups. In planning these activities, the project advisory committee decided that conference participants should have an opportunity to engage actively in two workshops which reflected on-campus needs and which could serve as models for intervention in responding to the needs of disabled students.

Conferees made their selection for participation, one in the morning, the other in the afternoon, from the following list of workshop descriptions.

Workshop I: The Motivation Advance Program: Enhancing Growth Through Positive Self-Concepts.

This workshop presents an overview of the Motivation Advance Program, its goals, structure, historical background and theoretical underpinnings. Participants will sample several phases of the program in conjunction with videotaped instructional material.

Workshop II: Career Development Skills and Interventions

A humanistic model for career development will be presented. Games, simulations and inventories will be demonstrated as interventions that stimulate insight for career development.

Workshop III: Structured and Unstructured Approaches in Assessing Interests

The workshop will include demonstration and practice in the interpretation of both highly structured and unstructured methods of assessing vocational interests.

Workshop IV: Facilitating Self-Awareness and Communication Skills: Sensitizing Faculty, Staff and Disabled Students in Relating More Effectively

The workshop is designed to develop greater self-awareness and effective communications skills. Activities will include: Demonstrations, role-playing, simulations, group dynamics, and a theoretical overview so that these methods can be used by participants on their home campus.

To sharpen the focus of workshop sessions, participants were given two sets of questions and issues which were to serve a double purpose, one being a guide to analyze the actual workshop experience, the other serving as a tool for considering implementation strategies at home-based campuses. In essence the project staff was concerned that the experience of participation should lead to an extrapolation of the experience to their everyday functioning at the college.

Workshops: Questions and Issues

Pragmatic Set

- In what ways can you use the techniques illustrated with the students or faculty with whom you work?
- In what ways were the workshop techniques particularly applicable to the needs of handicapped students?
- Do the techniques have to be modified by you? In what ways?
- In what specific situations on your campus would you actually implement the techniques observed?
- How will you obtain the necessary support to integrate the techniques into your program?
- What additional information do you need from the workshop leader to use the techniques illustrated?

Issue Set

- Is dependency ever a good thing to encourage?
- What are signs of growth?
- What are signs of independence?
- Do you do anything to foster dependence when you really want to foster independence?
- In what specific ways did the workshops focus on fostering growth and independence?
- In what specific ways did the solutions to your critical incidents encourage growth and independence?

WORKSHOP I

THE MOTIVATION ADVANCE PROGRAM: ENHANCING GROWTH THROUGH POSITIVE SELF-CONCEPTS

GLORIA BERENS: Psychologist,
Success Motivators

The Success Motivators workshop, led by Dr. Gloria Berens, featured three phases of the Motivation Advance Program: Sharing, Success, and Strengths. The Motivation Advance Program (MAP) involves the individual in a process of self-discovery that builds and reinforces positive self-concepts and self-confidence. The program is founded on the principle that positive feelings about oneself are a vital asset in life and lead to better all-around functioning, greater personal satisfactions, and increased productivity. It is designed therefore to help people discover strengths and abilities of which they may not be aware or fully use. The emphasis throughout the program is on satisfying the successful components of self. One underlying assumption is that personal growth can occur without exploring the negative past.

The goals of the program are to identify and affirm the unique attributes of the individual in order to:

- legitimately enhance self-confidence
- gain an increased sense of mastery
- promote self-motivation
- promote self-directedness
- encourage more satisfying relationships with others through empathic identification that stresses the positive qualities within people.

The Motivation Advance Program, originally called the Achievement Motivation Program, was developed by behavioral scientists, psychologists, and educators at the Stone-Brandel Center in Chicago in the 1960's. These professionals were concerned with the influence of negative feedback and criticism on self-concept development and motivation toward achievement in contemporary American society. They believed that untapped inner resources could be liberated through enhancing people's positive feelings about themselves. The underlying hypothesis was that most people use only a fraction of their potential in their daily lives.

The program was first implemented with college students. In recent years, it has been conducted with a wide variety of populations including management executives, housewives, salesmen, counselors, and school administrators. Research findings have shown it to be an effective method for improving self-concept.

Although the program consists of five phases, only three were presented at the conference--Sharing, Success and Strengths. The workshop provided an opportunity for all participants to directly experience several activities and to observe the remaining activities being conducted with a small volunteer group. It was impractical to conduct all the activities with all workshop participants because of group size. The program is usually conducted with small groups of five or six, each group having its own leader.

During the Sharing phase, workshop members discussed "The Positive Forces That Shaped My Life." The leader served as a model by sharing at first her own "Positive Forces" with the large group, thus setting the tone for the small group activity. This exercise enables strangers to get acquainted in an open, supportive, non-judgmental atmosphere.

At the completion of the Sharing phase,each individual was asked to write a Success Chart, i.e., a kind of autobiography which focuses on satisfying experiences from their own past. In addition, the reasons these particular experiences were cited as being satisfying were sought. This phase often requires careful probing by the leader to help participants recall their feelings. Such inquiry was not possible with all workshop members because of group size. Instead, a videotaped presentation of the inquiry conducted by the leader with another group was shown. After the success charts were completed, a fishbowl technique was employed with attention focused on small volunteer group. The chart of one individual was analyzed by the leader and the group to discover recurrent themes and/or patterns of satisfaction. A Pattern Analysis Chart was then completed for this one individual which involved the identification of his underlying needs.

Finally, the person whose chart had been analyzed was "bombarded" by all members of the group with a list of his strengths. Participants in turn articulated their perception of the individual's positive qualities and resources. A strength chart was then completed, with the lists of strengths written on self-adhesive labels and pasted all over the chart. The individual retains the chart to review, or contemplate at another time thus perpetuating and reinforcing the effects of the strength bombardment exercise.

The Motivation Advance Program seems to offer an innovative approach to working with disabled people insofar as its emphasis is on identifying the strengths and capabilities of the individual. Too often, the focus of those who work with disabled persons, as well as the focus of disabled individuals themselves, is on the handicapping aspects of their life experiences. An overemphasis on how to adjust to, ameliorate, and/or compensate for one's limitations may implicitly lead to negative feelings toward oneself. In contrast, the Motivation Advance Program approach is geared to increase the individual's feelings of self-worth and to enhance his/her powers to do and be.

WORKSHOP II

CAREER DEVELOPMENT SKILLS AND INTERVENTIONS

RANDY TARRIER: Professor, Graduate School and University Center
City University of New York

Even though humanistic psychology has achieved credibility and some regard from a large segment of the psychological services professions, humanistic career development procedures have lagged far behind. Clients consistently see career counseling as an authoritarian information dispensing process which will "tell-'em-where-they-fit." Tests, inventories and similar instruments, through somewhat altered from traditional trait-factor approaches, do little to eradicate the myth that test scores can determine the successful manner to reach a career.

A major responsibility of education in general, and guidance in particular, has been that of helping individuals to grow toward higher levels of maturity and to become autonomous, independent, and self-directed choice makers.

However, the possibilities for achieving these outcomes in the career development process are oftentimes minimal. In assessing the factors which inhibit the achievement of autonomous and other forms of self-directed behavior, one needs to acknowledge the input of "significant" others in the career development process. For some youth,"influential" persons (parents, friends, teachers, counselors, relatives) may have encouraged explorative and risk-taking behavior;.while for others the opposite may be the case. Young people in the latter group are told to "play it safe," "accept the tried and true," and above all "don't rock the boat." Following these kinds of admonitions would seemingly deepen dependency needs. decrease assertive behavior and limit one's view of the world of work.

Career development has evolved into a system which more easily responds to autocratic-dogmatic principles. This means, of course, that in matters of career choice the possibility of receiving humanistic help may be considerably less than chance.

Part of the dilemma is the lack of a career development model, humanistically oriented,which takes into account the psychological shifts from dependence to independence. Over the years, theories of career choice have been presented to help the individual better understand the psychological phenomena related to his choice-making behavior. However, none of these theories has led to the development of a humanistic model that systematically encourages career development.

In the case of handicapped individuals, where the perceptions focus solely on the disability, the humanistic model may be abandoned completely in favor of a dogmatic approach. Here, the disability is perceived solely in terms of its limiting quality and consequently there is the concern to be "realistic" which in reality neglects the human qualities of the individual.

Simulation and games in career counseling provide a unique opportunity to perceive work and employment in a broader context than the traditional economic view. When one begins to understand and believe that work provides the potential for satisfaction of personal needs, interests and values, then the choices of career are expanded rather than narrowed. This concept is important to all persons, but has much merit for disabled people who are often led to believe that their career choices are extremely limited. By participating in simulated group experiences, disabled students begin to see that their affective responses are "normal" and similar to those held by the non-disabled.

In the workshop, methods were presented which allow and aid clients to experience, realize, and express their interests, needs and values, all of which are factors affecting successful career choice. Different simulations were presented to the conferees as methods of stimulating feelings common to certain workers in their jobs. These feelings were then discussed and analyzed as decision criteria for career choice. The choice of simulation or game depends on the desired response. For example, if communication with superiors is the criterion, to be explored, then the simulated experience is structured to elicit issues in this dimension of worker behavior.

Even though the situation and simulation varied, the model remained the same. The workshop provided: full participation in small groups, debriefing and analyzing affective responses; and generalizing from a specific simulation to broader employment issues.

Simulations presented in this workshop were:

1. One-way two-way communication. An "instructor" informs the "class" on how to duplicate a geometric figure. Since the task is structured so that only the "instructor" can see the figure the resulting confusion is used as a point of discussion.
2. Solve-a-riddle. Groups work together to solve riddles. The interaction within the group and the competition among the group provide the point of discussion.
3. Ten-dollar game. Groups of three are asked to divide ten dollars between only two of the trio. Feelings of inclusion and support are discussed and analyzed as the point of discussion.

The workshop, using a humanistic model to career development, was effective as measured by the total involvement of participants during the session and the number of requests for additional materials. Generally, the participants were actively engaged in the activity; some members of the group went through a very personal experience in developing awareness of their affective responses to work stimuli. Participants appeared to understand the theoretical aspect underlying the use of simulations and also to understand the necessary steps for planning and administering the experiences.

WORKSHOP III

STRUCTURED AND UNSTRUCTURED APPROACHES IN ASSESSING INTERESTS

LEO GOLDMAN: Professor, Graduate School and University Center
City University of New York

The purpose of this workshop was to give the participants increased understanding of the full range of techniques available to help people explore and assess their career interests. Because of the very limited time available and the workshop leader's commitment to a hands-on experience as the best way to learn practical techniques, the workshop was limited to two assessment devices. In the one case--the Vocational Card Sort (VCS)--every person attending the workshop was an active participant in taking and interpreting the VCS. In the other case--the Strong-Campbell Interest Inventory (SCII)--it was simply not possible to arrange the mechanics of every attender taking it and having it scored before the conference. In that case, the workshop leader demonstrated the interpretation, using the profiles of several people who had previously taken the SCII.

Vocational Card Sort. This technique is not nearly as well known as it deserves to be, in the opinion of the workshop leader, who believes that it is by far the most valuable single technique available for helping people of almost any age to explore their interests in an active manner. The technique really combines assessment and counseling in a manner that permits, and even requires, a maximum of individualization. In effect, each person is asked to develop an idiosyncratic classification of occupations.

As developed by Cindy Rice Dewey,[9] the method includes seventy-six cards, each containing the name of an occupation. The person is asked first to sort these cards into three piles: "Would not choose," "In question," and "Might choose." Then each of the three piles, one at a time, is sub-sorted into as many piles as the individual wishes, so that all the cards in each sub-pile have in common the reason why the individual would or would not choose them. This is the most important stage, because it is here that the person is in effect developing a personal classification system. The counselor avoids dealing with the specifics of any occupation at this stage, and instead focuses entirely on the reasons and the person's related feelings, values and needs.

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[9] Dewey, C.R. Exploring interests: A non-sexist method. Personnel and Guidance Journal. 1974, 52, 311-315.

As used in the workshop, all members of the group were given a complete set of cards, asked to sort and sub-sort, and then each one was asked to select one sub-pile and talk about it as if s/he was a counseling client. They were also given reprints of the Dewey article, which includes a list of the seventy-six occupations arranged according to John Holland's six-category classification system of occupations.

One interesting idea that came from one of the workshop participants is to ask handicapped clients to sub-sort their "yes" occupations into those they would like to consider but feel must be ruled out because of their disability, and those they feel they can consider in view of their disability.

Strong-Campbell Interest Inventory. This was presented as the opposite extreme of the Vocational Card Sort--a highly structured quantified interest inventory. Even here, however, the demonstration attempted to show a maximum amount of client participation in the interpretation process.

It had been planned that several community college students with disabilities would be the demonstration clients, but unfortunately, through a mailroom error, the answer sheets were delayed in mailing for scoring. Instead, several CUNY counseling interns who had taken the SCII served as demonstration clients. Since each person receives duplicate copies of the SCII profile, it was possible for all participants in the workshop to follow along and to contribute interpretive comments and questions if they wished.

After these two techniques were demonstrated, there was a brief period of discussion of the contributions to the entire counseling process of different types of assessment techniques.

WORKSHOP IV

FACILITATING SELF-AWARENESS AND COMMUNICATION SKILLS: SENSITIZING FACULTY, STAFF AND DISABLED STUDENTS IN RELATING MORE EFFECTIVELY

JACK JAFFE:	Counseling Psychologist
VICTOR MARGOLIS:	Counseling Psychologist Coordinator of Services for the Higher Education of the Disabled, Nassau Community College

An underlying assumption of this workshop is that in order to relate effectively, accurately and empathically, as students or professionals, disabled or non-disabled--or just as ordinary human beings--we need:

- To develop greater awareness of our thoughts, feelings and behavior
- To engage in personal, non-defensive self-exploration
- To develop effective interpersonal communication skills
- To listen to and understand others--their verbal and non-verbal communications--to further develop self-awareness and the awareness of others

The above steps or processes can be considered as a continuous spiral of development--a model for personal growth. Through these processes we can become more human, in the full meaning of the word, as well as more receptive to the humanness of others.

To engage in the process of personal growth described above requires that we become more open to ourselves and others--a leap into the domain of non-defensive growth that is both exhilarating and anxiety producing. Such growth involves affective and cognitive learning, the integration of thoughts and feelings which result in the integration of "head and heart."

This experiential workshop was designed with the above goals and philosophy in mind. A major purpose was to have participants use what they learned--the techniques and their substantive meanings--on their home campuses, in their work and interpersonal relations. Such a transfer of learning was considered of major importance. Four activities were presented.

Activity I: Milling. Participants were asked to silently walk among the other members of the group. To see who was there and to privately experience their observations and reactions to others. The purpose of this group ice-breaking technique was severalfold. First, people were requested to leave the role of passive "sitter" and "observer." Participants also became more physically aware of others in the group--e.g., height, manner of movement, nature of eye-contact. After a couple of minutes of milling, the group leader asked the participants to select partners for the next activity, the pairing to be done non-verbally.

Activity II: Trust Walk. Participants took turns being the "leader" and "follower" in this activity, in which the leader had the responsibility of leading the follower, whose eyes were closed, for fifteen minutes. All communication was non-verbal between the pair. At the end of the allotted time, the pair reversed roles.

When the group reassembled, the pairs shared what they had experienced, since all their communications were non-verbal during the walk itself. The animated loud conversation that followed was indicative of the effect of the walk on the participants. After sharing what they had experienced with their partners, the entire group listened to those who wanted to share their experiences with the group. Among the themes that participants discussed were feelings of:

- dependence versus independence
- trust versus distrust
- styles of giving and receiving help

Participants compared how they felt in leading and in being led and then described which was more comfortable. In one group, one of the participants who was totally blind led his follower by using his cane. Even for those having experienced the activity before, novel insights can emerge, especially when feelings are shared in the experience and one can confirm how the other experienced him or her.

Activity III: Fantasy Trip: Disability and Self. The group leader led the participants on a fantasy trip, in which the participants closed their eyes and imagined themselves slowly awakening. The instructions had the participants discover, upon awakening, the nightmare of having the disability which they most dreaded.

Participants were asked to form small groups of four or five to discuss their fantasy disability. The reason for discussing their experiences in small groups was twofold: the small number of participants would make the sharing of the fantasy less anxiety-producing and would allow each participant to have an opportunity to tell what happened.

When each member of the small group had spoken and the group had a chance to discuss their experiences, volunteers were asked to share with the entire group their personal or group experience. Several issues emerged regarding the participants' feelings about how the disability would affect them. Among these concerns were:

- appearance and its impact on others
- communication impairments and its personal implications
- helplessness and dependency
- sensory deficiencies
- lack of muscular control
- distorted, frightened feelings or behavior
- lack of privacy
- managing self-care

Personal and shared meanings of these disabilities emerged in the discussion.

Activity IV: Role-playing. Participants were presented with role-playing situations, which they acted out in groups of four or five. In one situation, a blind student came to his college counselor and told him about his instructor's refusal to permit him to audiotape lectures and the instructor's not arranging for the blind student to take an examination. The groups discussed the situations of their two role-players and then the entire group discussed their reactions. The issues as they emerged included: how the instructor should be approached, i.e., the student or counselor alone, a meeting of the three, or a meeting involving faculty and counseling administrators. In addition, one of the conference themes, "Independence Versus Dependence," was explored. Another role-playing theme involved a student telling a counselor that students on campus were unfriendly and avoided him because of his disability. At the conclusion of the fourth activity, the workshop leader summarized the purposes and uses of the workshop. The purposes included: developing self-awareness, engaging in nondefensive self-exploration, and developing effective interpersonal communication skills.

Monday evening, May 2, 1977

Evening Session

State Rehabilitation Agencies

After assessing the data collected in the survey questionnaires sent early in the fall of 1976 to two-year colleges, a direct follow-up activity was conducted to further delineate areas of specific need. Responses to these inquiries indicated a desire by student personnel staffs for a fuller understanding of the role of state rehabilitation agencies that serve disabled students on community college campuses. With this concern in mind project staff contacted the New York State Office of Vocational Rehabilitation and the New York State Commission for the Visually Handicapped. Administrators in both agencies indicated in most positive terms a willingness to have their agencies participate in the spring conference workshop.

It was decided that agency participation would emphasize the achievement of two major purposes: having agency representatives available during the two-day conference to answer questions and help resolve those problems involving institution-agency relationships; the other, having the representatives give a formal presentation on a theme which would promote understanding between the community colleges and agencies.

"WHO AND WHAT IS OVR: COUNSELING AGENCY OR FUNDING AGENCY?"

HOWARD BERGER: Director, Division of Vocational Rehabilitation Operations
New York State Office of Vocational Rehabilitation

At the outset, Mr. Berger indicated that OVR's response to funding requests has changed dramatically. OVR may have considered such requests favorably in the past, but, in these lean days it does not now have the financial capability to offer such support. He stated that OVR's major function is counseling and planning and, though the funding of services designed to achieve vocational and financial independence is important, it is presently a secondary function. Mr. Berger's next comments focused on issues which impinged directly on the state's vocational rehabilitation program and were of concern to conference participants. The first issue dealt with a legislative bill that had been introduced in the previous year but had not passed. The legislation involved the unifying of services to disabled persons, e.g., unifying the Commission for the Visually Handicapped, Office of Vocational Rehabilitation, and parts of other state agencies into one executive department under the Governor's personal auspices. He indicated that the bill would have put together disparate pieces of programs designed to assist the handicapped into a political structure which would have destroyed its effectiveness. He indicated that the concept of unification had broader connotations especially as it relates to integration of services.

In talking about the Rehabilitation Act of 1973 and ensuing legislation; Mr. Berger said it was not the intent of the Congress to deprive the less severely disabled of necessary services; however, he foresees the possibility of this happening. In expanding upon the notion that this might occur, he said:

> The Rehabilitation Act of 1973...places a highest priority on serving the severely disabled but it does not put any special resources into the service of the severely disabled, nor does it appreciably add to any state program the capacity to serve the more seriously disabled. Many state agencies have closed their doors at this point some six months into the federal fiscal year...Last year twenty-seven state agencies in effect closed intake because they had run out of money...the law requires that as soon as a state reaches a position where it cannot meaningfully and validly serve all of the eligible applicants then it has to invoke in the state plan an order of priority, which in many cases, will mean...that only the severely disabled are going to be able to make claim on the available resources.

Mr. Berger reminded the audience that President Nixon had vetoed other versions of the Rehabilitation Act of 1973 chiefly because a tremendous additional outlay of funds and resources would have been required to meet the provisions of a section of the Act which concerned serving the needs of the most severely disabled who clearly had no vocational potential. The Act, as finally passed, did contain provisions to study the problems of the most severely disabled. In New York, he explained, this is being done in two areas--with the most severely retarded residents of Willowbrook, and with the very seriously physically disabled who are patients at the Institute for Rehabilitation Medicine and similar institutions.

Since handicapped people with vocational potential are the only group to whom rehabilitation state agencies can provide service, OVR uses the technique of extended evaluation with the most severely disabled. This allows up to eighteen months before making a determination of vocational potential. OVR hopes to get this time period extended so that the potential of the most severely disabled can be adequately assessed while they are moved from program to program as prognoses change.

In describing current OVR programs, Mr. Berger stated that OVR had successfully competed for a "Clients Assistance Project" now operating under the sponsorship of the Urban League in Syracuse, New York. It is one of twenty nationwide projects aimed at developing client advocacy. The state agency's responsibility in the project is that of monitoring the use of funds. Mr. Berger indicated that the results have been very effective and he is anticipating that the program will be continued with increased funding. This type of project allows the agency to walk the delicate line between client advocate and wise spenders of public money.

In responding to questions regarding college support posed by conference participants, Mr. Berger noted some of the difficulties and inconsistencies which have resulted in a cut of one half million dollars in case service funds. He stated:

> We're serving about 100,000 people a year. Of these, about 22,000, at any given time, are in a variety of training programs. Of the 22,000 about 9,000 are being sponsored in college training. It has been said that New York's OVR program is too liberal with college students, that it has too many clients attending college, that college is not the answer to the problems of the disabled...that our college training cases were costing the agency about $684 a year, which I consider a worthwhile low-cost investment, especially when viewed as a major avenue of building future leadership among the disabled communities....But some statistics show that this $684 is some forty odd percent in excess of what the national average is, without regard to inflation or higher costs in the Northeast. The inconsistency in approach is unbelievable. They're perfectly willing to understand that it may cost $3500 a year to service a retarded person who needs extensive services, but $684 a year to be spent on college cases is viewed as an extravagance.

At this time, a major problem confronting the agency is the current job freeze which prevents OVR from replacing staff who leave the organization.

Notwithstanding the current problems that need to be resolved, Mr. Berger concluded his address by reinforcing OVR's commitment to respond to the needs of the disabled and stated that this commitment is supported by an "appeals" process. Current applicants, former clients, or advocates of clients who are dissatisfied with the quality or amount of support services may appeal to a supervisor at the local level. If the case is not resolved satisfactorily at the community level, it will be passed on to higher echelons for the needed attention. In closing, Mr. Berger promised his continued commitment for the development of consistent approaches, and greater resources to meet the total problem.

CURRENT PROGRAMS IN POST-SECONDARY EDUCATION: THE COMMISSION FOR THE VISUALLY HANDICAPPED RESPONDS TO THOSE WITH SPECIAL NEEDS

CHARLES BROWN: Supervisor, Regional Field Office, Mid-Hudson Region,
New York Commission for the Visually Handicapped

The second speaker of the evening, Charles Brown, opened his address by giving an overview of basic problems of the visually handicapped. He presented a comprehensive review of his agency's services. With minor editing, the presentation is reported here in full.

> There are three basic difficulties that blindness creates: difficulty with travel, difficulty with communication and difficulty with public attitudes. The programs of the Commission for Visually Handicapped do not find it that difficult dealing with the first two concerns since there

are many different ways one can approach travel and communication difficulties. However, the area of attitudes is a two-edged sword because the blind person is also a member of the public and frequently internalizes some of the same attitudes and perceptions held by ordinary citizens.

In the workshop I was in this afternoon on facilitating communication, we talked about what disability we would most dread having. A young man in that workshop who represented an organization of disabled students made a very perceptive analysis. He stated that whatever the disability is, it's the impact of that disability on one's feelings of confidence and on one's sense of adequacy that counts, and if it tears the person apart, then that is the disability about which one really has to worry.

The New York Commission for the Visually Handicapped has been active for a long time in promoting higher education for students and we feel pretty good about our record in that area. Less than ten percent of the blind persons in the country live in New York State, but each year we find that about twenty-five percent of the blind students in college nationwide are sponsored by our agency. About 675-700 blind students each year are sponsored on over 100 campuses across the country.

In reviewing sixty years of history, there have been key periods in providing services for the blind. At one time there was a nationwide movement to establish a national college for the blind, where all programs and all higher education for blind persons would be concentrated. This movement paralleled developments that were taking place in higher education for persons who were deaf. This approach was hotly debated across the country and was opposed by the American Association of Workers for the Blind, a national professional association. As a consequence, the Commission for the Visually Handicapped, like other state rehabilitation programs for the blind, emphasizes the sponsorship of blind students on a wide variety of college campuses, the majority of which are state supported.

The approach of supporting students on college campuses necessitates supplying the blind student with whatever resources he needs. These include such items as: readers, recorded text-books, equipment (closed circuit television, compressed speech tape recorders) as well as mobility instruction and development of skills of daily living.

I talked earlier about the three basic difficulties of blindness-difficulties with travel, with communications and with public attitudes. In the travel area, we work with instruction by a variety of means including a sighted guide. I think some of the workshop participants have a basic idea of what a sighted guide means after engaging in their "trust walks" in

Jack Jaffe's session. In addition, there are cane mobility techniques, dog-eye techniques and electronic travel aids. In recent years, the Commission has expanded considerably its service delivery capabilities. We have added orientation mobility instructors to many of our field offices and to other sectors in our grants program. We have provided development grants to voluntary agencies for the blind in several communities including Rockland and Orange Counties, and the Utica area in Central New York.

In communications, some adaptations include the taping and/or brailling of textbooks and the use of electronic aids. All of these services are coordinated with long-term counseling. We see counseling as a process which aims at a "downward spiralling of dependency needs," and a maximizing of independent behavior. The process usually begins after the sophomore year in high school. The relationship with the college usually starts with a "summer vocational evaluation" program which is four to six weeks long, and is scheduled at locations around the State with Buffalo, Syracuse, Albany and New York City being key sites. Here we receive a basic assessment of the student's independent living and self-care skills, the kinds of "nitty-gritty" activities the college student must do when s/he arrives on campus. After completion of high school, the next phase is the pre-college orientation program for blind students of which there are three throughout the state. The Syracuse pre-college orientation program, the granddaddy of them all, has been operating for about thirteen years and has grown from a handful of students to approximately one hundred each summer. Other programs are at Queensborough Community College and LaGuardia Community College, the latter conducted in cooperation with the New York Lighthouse. After completion of these summer programs, we pinpoint the kinds of resources and services the student needs to participate in the mainstream. In addition to those previously described, there may be counseling therapy services. A majority of our college students are multiply handicapped, that is, they have at least one other major disability besides blindness. Medical research has, to a large extent, eliminated the adventitious or single cause of blindness and we see such things as juvenile diabetes or long-term adult diabetes mellitus as some of the leading causes of blindness today. These diseases also cause other disabling conditions.

In addition to our delivering isolated resources on a wide range of college campuses, we recognize the importance of concentrating certain kinds of resources on particular campuses. One good example is the public service/civil service career program at Genesee Community College where there is a concentration of resources for blind and visually handicapped students. Another example of concentration of resources is New York University where we have emphasized a loan system for advanced communication aids. Here we have set up a resource room for disabled students where we can provide, on a long-term basis, equipment that the college cannot afford to acquire on its own, e.g., a closed circuit television which greatly enlarges print. About eighty percent of the students we work with have some degree of residual vision and no matter how little vision one has, it has value. An ability to perceive the difference between light and dark, or to orient oneself by the bright spot in a window can be a very important piece of vision. With the closed circuit reading system, we found that some students with vision limited to light perception only can be given print reading ability through adaptive equipment. One piece of equipment which we often loan to college campuses where there are a number of blind students is the compressed speech or varispeed tape recorder. This piece of equipment has a microcomputer system built into it which electronically modulates the pitch of the recording. It allows the individual to speed the tape faster and faster while at the same time the pitch of the recording goes down. If you've ever played a 33-1/3 record at 78 rpm speed you know what the effect is. It becomes almost unintelligible, but with this kind of equipment, an advanced student can accomplish the reading of a taped textbook in half or less the amount of time. For the student who is pursuing an academic career this capability can be very vital. The average human voice is about 170 words per minute in tape recorded textbooks or in everyday speech, thus, if you double that to 350 words or more, you're getting close to the average reading range of many college students. It really brings us into a mainstream situation by being able to cover the bulk of assigned readings.

How's the system working? Well, I think I'd have to give mixed reviews--I don't think I have to recount what has happened over the last year and a half to state programs generally, with a seventeen percent reduction in our staff, a ten percent budget cut and a sixty percent increase in our caseloads. Our program is not quite as individualized as it once was meant to be and the system I described is built on individualized counseling and individualization of rehabilitation plans. To some extent I think we have compensated for that by expanding our grant programs to the voluntary sector and by pooling resources particularly in the area of job development. As we well know in the public rehabilitation programs job placement is the bottom line. If you go through a ten year rehabilitation program with students and they're out of work at the end, you've created a frustrating situation and so I think that one of the most exciting new areas that we've been involved in is the pooling of our resources with the voluntary agencies for the blind--four major agencies in the New York City area have banded together on a job development and job placement project which is beginning to show results. One college graduate, a young man who had finished his masters degree in public administration a year and a half ago, was still looking for work. This project helped him become employed as a budget analyst for Mobil Oil Company. In fact the last three solid placements have been with oil companies which makes me feel a little better when I pay $.70 a gallon at the pump.

Post-Discussion Activities. A discussion period followed Mr. Brown's and Mr. Berger's presentations. Among the focal points of interest were questions about learning disabilities, sponsorship of students for summer school, inconsistencies in approaches to disabled students vis-a-vis able-bodied students, and again, unification of services under an "umbrella" agency. The following section includes the summaries of answers to questions posed by the audience.

To qualify for services from the Commission for the Visually Handicapped, a client must meet the legal-medical definition of blindness. By itself, a visual deficiency that interferes with reading would not be sufficient. If in addition to meeting the legal-medical definition, a client is diagnosed as having a learning disability, then the Commission for Visually Handicapped does offer appropriate services to remedy the learning disability.

As for the Office for Vocational Rehabilitation, "learning disability" is not an acceptable diagnostic category. However, Mr. Berger indicated that if the best diagnostic workup that can be provided shows a neurological deficit or an emotional disorder, then the individual's case will be decided on the evidence. It was pointed out by Dr. Katz that although each one of us has a general definition of learning disability, the federal government has not defined the term explicitly.

One participant pointed out that tapes and other materials are available in the public library to people with learning disabilities and that recorded textbooks can be obtained from either "Recordings for the Blind," a New York based voluntary agency, or through the Library of Congress program.

The Commission for the Visually Handicapped generally does not sponsor summer school attendance, although exceptions are made. The agency prefers that the student participate in summer work on a paid or voluntary basis to acquire some type of experiences. Exceptions are made if the skipping of summer school means that the student will fall behind in graduating on schedule or if courses offered in the summer curriculum are not offered during the regular school session before an expected date of graduation in December. One of the conditions under which summer school attendance is approved by the Office for Vocational Rehabilitation is when it advances the date of graduation, and in effect, moves the client into the labor market sooner.

Questions were raised regarding the Commission for the Visually Handicapped and the Office for Vocational Rehabilitation sponsorship requirement that physically disabled clients make a vocational choice upon entering college. Mr. Berger expressed his opinion that it was not the intent of Congress to impose this difficulty (which might be described as a premature career choice) on a handicapped client and his agency counselor. He hopes this requirement will ease so that the Office for Vocational Rehabilitation can approach the planning for people with disabilities in the same way that the non-handicapped approach their own career planning. Before the Commission for the Visually Handicapped will sponsor any student in college, the student must submit a vocational research paper indicating what kinds of books they've reviewed, whom in the field they have interviewed, and a statement of vocational objective. Although there is flexibility regarding the expectation that a student will remain with the chosen career, Mr. Brown pointed out that the Commission for the Visually

Handicapped is a vocational rehabilitation program and the individual must have a vocational objective to be sponsored in any training program.

Clarification of what services disabled persons would lose under an "umbrella agency" structure was requested. Mr. Berger stated that he is not saying that there is no method at all by which an umbrella agency approach to the vocational needs of the handicapped couldn't be established without a loss. However, he pointed out that the approach taken so far in the bills introduced in the New York State legislature and in the proposed method of operation in Florida would result in having one "human services" worker responsible for handling a multiplicity of client needs, such as housing, welfare, vocational counseling, job training, or employment. In Mr. Berger's opinion, this approach would result in a loss of professional expertise applied to a sub-population which has highly specialized needs. He also indicated that under the "umbrella" proposals the responsibility for performance at local levels would be turned over to county and city governments without any overall state civil service structure to assure uniformity of approach.

Mr. Brown responded by describing the differences between the concepts of "umbrella agency" and "unified services." He said that the idea of one state rehabilitation organization with a close administrative tie between the two agencies in terms of sharing expertise and equipment has some merit. However, that's very different than combining all general human services programs that serve a wide range of persons and assigning duties requiring special skills to a "generalist" type of human services worker.

Informal Pre-Midnight Session. Following the discussion period, there were informal presentations of videotapes that had been produced at local campuses. It was the intent of project staff to allocate conference time for the sharing of materials that resonded to "grass-roots" needs. Such was the case when Ken Henning presented a videotape developed on the Niagara Community College campus that explored communication problems among students who had speech impairments. The tape was of such fine quality that several colleges asked the Niagara staff for permission to use the material on their own campuses. Some indicated that it would serve as a valuable resource in carrying out "awareness" type programs or as a stimulus for campus outreach.

The other videotape was on the Motivation Advance Program used in another IRDOE project, "Women in a Changing World." Since workshop participants in the morning/afternoon sessions were able to view only snippets of the tape, the evening discussion period provided interested participants the opportunity to view the tape in its entirety; in addition, they were able to discuss with Gloria Berens, the workshop leader, how to best use the material on campus.

Tuesday morning, May 3, 1977

Problem Solving Workshops - Critical Incidents

Since many concerns and issues that arise on one campus are often similar in nature to those on other campuses, each participating college was asked to bring to the conference examples of critical incidents on their campus which could serve as themes for problem solving activities. Thirty-nine critical incidents were received.

To arrive at a solution to the problems and issues inherent within the critical incidents, participants were asked to use the following steps during the small group problem solving session:

1. Identify the major problems and issues.
2. Determine what additional information, if any, is needed.
3. State specific objectives that would serve as a guide in resolving the problems and issues.
4. Describe in detail the actions to be taken to accomplish the objectives.
5. Describe methods to be used in determining the success of activities.

The critical incidents covered a broad range of issues and concerns among which were problems dealing with: architectural barriers, safety, faculty-student relationships, overprotective parents, career choice, assertiveness and independence, employment, and the roles of student personnel staff.

Following are samples of critical incidents:[10]

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> Ellen James, a totally blind student at XYZ Community College has achieved good grades in a challenging curriculum. However, the faculty are concerned that she is not entering into college life outside the classroom. Ellen's parents have encouraged a strong dependence on them which Ellen does not discourage. She does not function at all outside the classroom without parents at her side. Her instructors say that growth as a person is impossible under these circumstances. What can be done with overprotective parents? How forceful should outside intervention by the college counselor be?

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[10] See Appendix C for a complete set of critical incidents and an edited sample of a typical problem solving group in action.

Mark and Sherry are wheelchair bound. They attend a community college that has several handicapped students. Some use crutches, others walk with the aid of canes. Their school has four floors of classrooms. Each time the firebell rings for a drill, these students must wait until the bulk of non-disabled students pass down the stairs. Then they must make their own way down slowly and painfully in some cases. Those in wheelchairs must rely on several people to carry them. No safe and fast way has been provided for their evacuation in case of an emergency.

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Jane Smith, a student at Cross-County Community College has indicated to her counselor that she wants to participate in the college coop program. In consulting with the coop placement coordinator, Jane expresses interest in a work situation involving bookkeeping and/or accounting.

After meeting with the employment manager of a moderate sized business in the community, the coop coordinator informs Jane she has been assigned to work at the Open Heart Company.

On the second day at work, the employment manager informs the coop coordinator that Jane is unsuitable for placement. The manager states that one of the job requirements is to duplicate materials and that Jane, who is wheelchair bound, cannot pass through the narrow aisles leading to the duplicating machine.

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Fairfield Community College has very limited parking. Giving parking permits to the handicapped has never been a problem because so few handicapped students attended in the past. In recent years, an outreach program has increased this number dramatically. The director of the handicapped program asks for fifty permits but is told by the Dean of Administration that he has twenty-five spaces and could only provide more by eliminating faculty spots. The director is confused.

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Dr. Langston, chairman of the English department, is very reluctant to have handicapped students involved in his program. A few handicapped students had expressed an interest in becoming English majors; however, after speaking with Dr. Langston, they decided not to enter the program. How do you approach Dr. Langston concerning his attitude towards the handicapped and the negative outcomes of student meetings?

> Bill Bluffer, a student at Borough Community College has spina bifida and uses a wheelchair. In the bus during a field trip one day, Bill disclosed inadvertently that his condition has been corrected and that he is now able to walk. During further discussion with his counselor, Bill told her that he wants to use his wheelchair because it is easier and he gets special privileges that way. He said also that his mother wants him to use his wheelchair and not to tell anyone that he can walk because she is afraid they will lose certain financial benefits such as Social Security disability insurance. A few fellow students are aware of what Bill is doing.

A significant outcome of group problem solving was the realization that there are sources of support which can save time, effort and money. Perhaps of greater importance, the activity was viewed as an element that could serve as an integral component of an informal network for the exchange of ideas, successful practices and materials.

ANALYZING INTERVENTIONS FOR GROWTH AND INDEPENDENCE: A RECAPITULATION

The goal of the final session was to pull together and recapitulate the concepts of independence and dependence which permeated the entire conference. In opening the discussion, Dr. Bert Flugman asked the group to respond to the problem presented earlier in the conference on how one might operationalize the concept, "downward spiralling dependency." To assist participants in clarifying their perception of the independence vs. dependence theme, they were asked to react to the following set of questions:

- Is dependency ever a good thing to encourage?
- What are signs of growth?
- What are signs of independence?
- Do you do anything to foster dependence when you really want to foster independence?

- In what specific ways did the workshops focus on fostering growth and independence?
- In what specific ways did the solutions to your critical incidents encourage growth and independence?

The following are highlights excerpted from the ensuing discussion:

One counselor said she tries to get across to the client that she is not accepting him/her as a dependent person, i.e., from the initial contact she tries to establish a tone of independence between herself and the student with whom she's working and attempts to structure the situation immediately so that it's co-equal.

Another participant felt that the ability to do this was challenged by the very nature of the situation in that there is a special counselor assigned to the disabled student and consequently the situation was viewed as being inherently unequal. This was rebutted with the suggestion that any feelings of the client about becoming dependent would have to be worked out immediately.

Another participant indicated that utilization of available resources is not a sign of dependency. It was stated that some clients refuse to take advantage of available government, family or other types of resources. He said, "Independence doesn't mean going it alone--independence means a balanced interdependence of the resources in one's community."

"Do we sometimes infantilize disabled students by making them overly dependent upon us by virtue of our own needs?" was a question raised in various forms by several group members. It was stated that clients, such as older returning students and handicapped students, at the outset, often form a dependent relationship. Some counselors may welcome it in that they perceive these clients initially needing much encouragement and positive reinforcement. When the client demonstrates more self-confidence, the separating and growing apart from the counselor occurs almost automatically. The client is assisted in this separation process by the counselor who throws the ball back to the client with phrases like "How do *you* feel about that," or "How do you want to work this out?" Gradually, the client recognizes his/her ability to achieve and to function independently. The process was described as "let them experience some success and then wind down."

In reactions to the notion that *independence is good and dependence is bad*, an analogy was made that viewed a child's first two years of life as a period that encouraged dependency. Passing through a dependency period was considered to be a necessary first step in developing autonomous behavior later on in life. Similarly, by giving the disabled student attention and support at the outset of the relationship, the counselor assumes this initial dependency to be a transitory period which will slowly phase out as time goes by.

In clarifying the differences between the concepts of support and dependence, the latter term was defined as "doing for the client that which he could be doing for himself," while *support* was viewed as "offering a service at a specific point in time which aids the student in becoming independent."

A disabled participant verified the positive effects of support:

> I went into a college situation very unsure of myself, being newly handicapped and an older student. The counselor gave me love and support. In a brief period, I adapted to college life and I see my counselor infrequently. I don't really need him anymore as a counselor.

SPRING CONFERENCE EVALUATION

Resource personnel representing a broad spectrum of experience with disabled populations were invited to the conference as participant observers who were asked to make evaluative comments.

Included in the team were: a vocational rehabilitation specialist with the Veterans Administration, the Director of Job Placement Services at the Institute of Rehabilitation Medicine, the Director of Rehabilitation Services at the Human Resources Center, and a coordinator of a regional program for handicapped college students from Teachers College, Columbia University. These resource personnel were asked to assess all of the conference's programmatic activities and to recommend suggestions for future efforts in the area. Their comments and reactions are presented in combined form in the following sections.

Overview. Observers reacted positively to conference themes and purposes and generally expressed feelings that the program's objectives were attained. In respect to a major objective of the project--to provide community colleges with information and activities that influence and improve their functioning with disabled students--the observer team indicated that workshop activities achieved this objective in many ways. Examples of their comments are:

> The workshops were concrete, informative and full of "how-to's" that could be used with any college student in making a career choice, especially the disabled.

> ...my first reaction is that I regret these strategies were not introduced two or three years earlier. Their worth as techniques for gaining insights, conveying valuable messages,

> heightening awareness of self vis-a-vis others cannot be over-emphasized. The content and learning experiences at these workshops have a host of applications in the day-to-day scene of counseling and delivery of services.
>
> It was time very well spent...both from the standpoint of actual participation in workshops, which I feel helped to enhance sensitivities to the needs of the disabled college population, and as a time to share philosophies and ideas with others interested in the needs of the disabled...
>
> ...the fact that there were disabled students on hand raised the feeling tone of the conference, and their participation provided some valuable insights.

Reactions to Resource People. Observers perceived the workshop leaders and presenters at the conference as being helpful in achieving two purposes. They were viewed as being knowledgeable but most importantly they were widely available as consultants on an informal basis. In addition, they were seen as role models related to their respective positions, e.g., a college president who initiated a broad on-campus plan for disabled students; a coordinator of special services who has articulated and carried out the plan; and a consumer advocate who has organized a national coalition of people with disabilities.

The following are two comments on Eunice Fiorito's contribution:

> Her message to us all is: Be Visible, Be Verbal and Be Vehement in requesting and demanding rights. The underlying theme of her presentation illustrated the all too common condition which exists in our society in which physically disabled persons are seen by the community at large as "them" or those "poor disabled," rather than a composite mix of people possessing diverse skills and abilities.
>
> The body of Ms. Fiorito's address explored an area in which most of us are unskilled. She took us on a verbal trip through the labyrinth of legislative bureaucracy which one faces in seeking changes in existing laws. Her description of the techniques employed to pressure governmental agencies serves as a model for positive action.

George Potter was perceived as a college president who is committed to respond to the higher education needs of disabled students. A college administrator responsible for organizing a program for the handicapped stated that George Potter's advocacy role can serve as a stimulus for several college presidents who have been responding at a minimal level.

One program evaluator found Dr. Potter's description of the changing attitudes of an individual instructor as he responded to the learning needs of a quadriplegic student "the most revealing moment." He added:

> During the question and answer period, President Potter most eloquently rephrased the value of a college experience for those who have the motivation and intellectual capacity. He avoided compartmentalizing the student body into groups of the disabled and non-disabled.

For those working with individuals who are disabled, implications were drawn from the presentations given by the OVR and CVH representatives:

> The message provided by the OVR representative was not an optimistic one, and must be viewed on many levels. Expanded funding and staffing will make programs operational. On the other hand, the client, as described, has been reduced to the level of a "paper contact" or statistical artifact. Agency counselors, smothered as they are with overwhelming caseloads, are finding it increasingly difficult to provide clients with the time and personal concern required for successful rehabilitation. With this reality in mind, we, at the colleges, must reinforce our efforts to insure that our students receive all the benefits to which they are entitled under the law.

Another reaction to the panel follows:

> The panel presentation by State rehabilitation agency personnel was needed. Information about how these agencies provide services and the problems which they must resolve have several implications for the colleges. Institutions of higher education have a need to know the criteria used by the agencies to support college training. They have a need to know the levels of financial support as well as the supportive service that are available. The agency people indicated that the cutback of funding has modified their capabilities

> of providing assistance. Consequently, further programmatic activities ought to include hearing from knowledgeable consumers who have learned how to use these systems successfully....in other words, a "how-to" session on obtaining services from different kinds of government agencies (OVR, CVH, Medicare, Medicaid, SSI)..."Disincentives" as a theme needs further exploration by students, college personnel and agency administrators.

Reactions to Workshops. In reacting to the workshops, whose main purposes were to demonstrate programmatic interventions that respond to the needs of disabled students, observers commented that the activities were: practical, concrete, informative and innovative. Implicit among the reactions was the notion that workshop effectiveness was directly related to the mix of cognitive and affective approaches used by workshop leaders. Especially noted in several workshops was the emphasis on ego enhancement and the building of a positive self-image.

After participating in the Motivation Advance Program workshop, an observer commented:

> The workshop methodology strongly enlightens and reinforces the participant's realization of his worth through direct feedback from peers. If the disabled student can be encouraged to participate in training of this type, the consequence might well be a clearer understanding of his capabilities and a more positive presentation of self when applying for a job.
>
> Workshop participants sampled several phases of the Motivation Advance Program that could be readily taken back to campuses and shared with colleagues.

A similar thought was voiced by another observer who stated:

> The Motivation Advance Program has great application in a modified form, if need be, for disabled students who, like the subjects in the videotape, may lack confidence and have poor self-image. Because the experience helps to identify and underscore strengths, capacities and abilities, it could be integrated appropriately into a career development and/or job placement program.

Another reactor perceived an application of the Motivation Advance Program as a way of helping counselors deal with their feelings when interacting with disabled students.

> Nearly all of the workshop's participants either had family members with some disabilities or were disabled themselves. Oftentimes, there are uncomfortable feelings among student personnel staffs in their initial encounters with people who are disabled. By reflecting on their own family situations or their own physical deficiencies, counselors may be able to reduce their discomfort and start a meaningful interaction.

In assessing the outcomes of the "Career Development Skill and Interventions" workshop, one evaluator stated that the games and simulations presented could easily be integrated or adapted into a career planning curriculum. Specifically, they could serve as guides in making a career choice and/or as aids in more fully understanding the career choice process.

However, a cautionary note was expressed by an evaluator who has had much experience in job development and job placement. She felt that some of the college counselors who had participated with her in the workshop did not seem to fully comprehend the implications of some of the exercises that were presented. In elaborating upon this concern, she stated:

> I realize that I must not generalize on the basis of a small sample, nevertheless I feel that the competency of campus counselors should be carefully evaluated. Otherwise, no matter how excellent the program, it will all be for naught...the concrete thinking and lack of imagination of some of the conferees in these exercises presented a concern to me and again, I recommend a closer look at the competency of counselors on board, and more practically, perhaps, a closer look at candidates for these positions when being considered for hire.

The above reaction lends weight to the positive value of the workshop perceived by the same evaluator. She stated:

> The initial exercise dealing with elements in the career development process explored through active participation and debriefing the central issues related to: 1) the process of career development; 2) verbal communication, with particular emphasis on its role within counseling; 3) problem solving

> strategies and its effect on the team approach, and 4) the impact of life style and personal drive in relation to job and career choice.
>
> Evaluating the accidental theory in career choice and examining one's own process of decision-making are of considerable import in guidance and counseling of students....
>
> The verbal communication experience had a telling impact on the participants whom I joined, and again its utilization in counseling, guidance and placement activities can be of considerable value. It heightened the need for: 1) clear, understandable communications and explanations, 2) understanding the stance of the student/person who is seeking information and guidance, and 3) perhaps, above all, the importance of being a good listener. The problem solving task and the money "divvying" exercise were similarly valuable in helping one become more aware of the pros and cons of teamwork versus competition.

In keeping with the goals of the conference to provide techniques and methods that participants could use on their own campuses, a workshop on "Structured and Unstructured Approaches in Assessing Interests" was offered. Commenting on this workshop, a participant wrote:

> For many in the educational field, testing as a means of assessing interests has been confined to the Strong Campbell Interest Inventory. The total use of this instrument has not been fully explored by most counselors. During the workshop, participants not only had an opportunity to examine the structure of the instrument but were able to question the responses of four subjects who had completed the instrument.
>
> ...the "Vocational Card Sort" activity provided the counterpoint to the session...sorting of the subgroupings enabled the participants and the counselors to explore knowledge of occupations, attitudes toward specific jobs and areas of vocational concern. The kinds of job descriptions which could be an impediment to a potential worker with a disability were explored and participants were directed to the Dictionary of Occupational Titles for the physical characteristics of jobs and information about the clusters.

A major emphasis of the Conference/Workshop program was to provide activities through which student personnel staffs could sharpen skills and broaden competencies. In planning workshop themes, the project advisory committee felt that one activity should focus solely on "affective" concerns. Consequently a workshop on facilitating self-awareness and communication skills was developed. It provided opportunities for participants to engage in a series of awareness raising experiences all of which were analyzed and debriefed by the workshop leaders. In addition, theoretical and philosophical constructs supporting each experience were incorporated into the activity.

In commenting upon his participation in the self-awareness activity, a college counselor stated:

> I never before quite realized the difference in effect between experiential and didactic learning. The "trust walk" and other exercises gave me a whole new approach to use when I try to increase faculty support for my work with disabled students..."

In previous programs on the handicapped sponsored by IRDOE, participants were selected from college staffs, since the purposes were aimed at providing in-service training and support services for those currently working with disabled populations. This year's project offered a unique opportunity to articulate the statewide conference with a parallel IRDOE project whose major intent is the training of counselors to provide occupational counseling to disabled high school students. These counselor interns, most of whom had never before participated in a professionally-oriented program, were asked to respond to their experiences at the conference. Some of their reactions follow:

> An outstanding aspect of the program was its format. Having workshops where we could actively participate rather than a series of lectures was right on target. Working in small groups resulted in trust and the free exchange of ideas and feelings.
>
> The critical incidents workshop was a great success. While the main purpose was problem solving, in our group there was a general feeling of warmth in being supported and understood. It seemed the counselors really appreciated the opportunity to be able to share their solutions--imagined or tried--as well as their particular problems.

Another intern wrote:

> The Granit Conference was an example of experiential learning at its very best. It gave me an opportunity to relate and interact with other professionals and students, many of whom were disabled themselves, on a variety of levels and circumstances. As a result I gained new insights into myself as a person as well as a counselor. I found this sharing of feelings and ideas exhilarating and sometimes exhausting. I came away feeling more confident and, I hope, more effective as a counselor as a result of my experience.

And another:

> I would like to participate in more conferences such as this one. The only thing I would change is the workshops. I would arrange it so everyone has a chance to attend *all the* workshops.

Regional Conference. The following section describes the other major activity of the project, an all day regional conference co-sponsored by IRDOE and Dutchess Community College.

THE MARCH WORKSHOP

MAINSTREAMING: COMPETENCE AND PERFORMANCE

Dutchess Community College
Poughkeepsie, New York
March 1977

Planning Activities. In organizing the Mid-Hudson Conference at Dutchess Community College, several planning sessions involving Dutchess Community College personnel, IRDOE staff, and resource people were held at the CUNY Graduate Center. At these preliminary meetings, it was decided that the content of the regional conference should relate directly to the needs of participants within the Mid-Hudson region and that the format of the program be structured to maximize participation by all those attending. The date of the conference was selected to coincide with the "Awareness Week" program which has become an annual college event highlighting the activities of the office of special services at Dutchess Community College.

Workshop Activities. The initial activity was a panel presentation. Panelists presented "thumbnail" descriptions of organizational and/or operational problems which they had encountered in developing programs that responded to the needs of disabled students on their campuses.

To encourage maximum participation, the panel members gave no information on how they had dealt with the issues. Instead, conference participants were organized into small problem-solving groups where they were asked to deal with the concerns presented by the panel. Participants in the small groups, with the aid of a resource consultant, were asked to "brainstorm" and explore possible solutions to the problems presented. Upon completion of the task, the entire group reconvened; whereupon, the solutions developed in the small groups were contrasted with those made by the panelists. Additional time was set aside for questions and answers related to the solutions presented.

The following section, a condensation of this activity, highlights the kinds of problems that confronted each panelist in developing a program of specialized services for disabled students.

EILEEN BEST: Admissions Counselor
Dutchess Community College

As the newly appointed Coordinator of Special Services for Disabled Students, Ms. Best was given the responsibility of developing a program for handicapped students. She was confronted with carrying out the following activities mandated in the grant proposal.

- Surveying Dutchess and Putnam Counties to determine how many disabled people in the area might possibly be able to use the services of the college.
- Organizing awareness type programs which sensitized the Poughkeepsie community to the needs of the disabled people.
- Sensitizing the college community--faculty, students and administrators--to the needs of disabled students.
- Conducting a needs assessment to determine the needs of disabled students currently enrolled.
- Articulating job development and job placement activities among on-campus offices and off-campus agencies.
- Identifying and coordinating support services and resources.

Among the more global problems faced by Eileen Best was the need to educate herself about the world of disabled people, to become familiar with the kinds of services within the community that were available and/or needed and to identify the component parts that would comprise a viable program. An additional concern involved the problem of architectural barriers. If disabled students were to be encouraged to attend Dutchess Community College then their ability to negotiate their way around campus should have a high priority. Dutchess Community College is located on hilly ground, and at the time, had only one barrier-free building.

Ms. Best outlined the following problems she tackled in complying with the grant requirements. The order in which they are presented does not reflect any chronology of approach. Many of these had to be resolved simultaneously or with some overlap in time and effort.

Problems and Concerns

Selecting an assistant. Ms. Best reported that she knew several capable, non-disabled graduates of a community psychology program who had experience in working with disabled people. They were eager to have the job. She also knew a competent young woman who had just completed her work in clinical psychology and wanted the job. The woman was a quadriplegic. However, there was only one barrier-free building on campus and that structure did not have adequate facilities for a quadriplegic. What choice to make?

Getting started. How do I educate myself about the needs of the handicapped? Do I read the mountains of professional literature, read what others have done? Or, do I contact other college programs and try to find out what was operational there? Which approach would be more useful, less time consuming and more efficient?

Campus accessibility. Do I attempt to have temporary ramps placed at all the buildings which would at least make the buildings accessible, but might contain safety hazards? That would ease scheduling problems since disabled students could then be scheduled for classes in all buildings on campus. Or, do I hold off and fight for permanent ramps that meet all safety measures? This would mean that only a few building on campus would be accessible.

Consciousness-raising. How do I sensitize students and faculty? If I organize "Awareness Activities," should they be for the community? Should they be participatory experiences? (For students and faculty also?) How do I orient faculty to relate more comfortably with disabled students? How do I assist instructors who have had successful experiences demonstrate/explain their approaches with those who are having less success?

Public Relations. How do I publicize the program? Do I publish a brochure listing what I think the services ought to be, or what the college, at the moment, is able to offer students? What if I publish information in a brochure and the grant is not renewed the following year? Knowing that radio would be a particularly effective way to reach disabled people, how do I get professional recruitment material on radio without money?

Recruitment. How actively should I recruit students who are disabled in view of the possibility that the grant might not be renewed? Would an already overburdened counseling staff be able to deal with the additional caseload?

Needs Assessment. How do I find how many disabled people there are in Dutchess and Putnam Counties who could use the services of the college? A survey is essential to document the need for a program before a second grant can be obtained, and it is essential to get a second grant to continue the activities already begun.

Support Services and Equipment. How do I obtain equipment that a disabled student needs in order to function in the classroom? If I obtain equipment, how do I handle storage, security, and disbursement to students?

Use of Time and Energy. What is the best way to use my time and energy? Should I forget about the hardware and just put my efforts into building a personal relationship with students?

FRED FRANCIS: Director, Rehabilitation Services,
Human Resources Center, Albertson, New York

Prior to assuming his present responsibilities at the Human Resources Center, Fred Francis was a counselor for disabled students at Hostos Community College, an institution which was organized to respond to the needs of minority students in the Bronx community. Mr. Francis, in giving an overview of the problems he initially faced as a counselor, focused his presentation on the attitudinal blocks and resistance of faculty and student body. Evidence of the obstacles he would face later on surfaced during his job interview for the counselor position. In a two-hour long session, the predominant theme was: how would he, a "white" person, be able to relate to a minority student population? In responding to these inquiries, Fred Francis, who is a double amputee, stated to the group that "oppression is like pollution, it strikes no matter which way the wind is blowing." It was apparent to him that the interviewers were unable to perceive that, in many instances, a disabled individual faces the same hurdles that confront a minority person.

During his first months on the job, Fred Francis realized that although the college was not completely accessible, the major problem was attitudinal barriers rather than physical ones.

In presenting these "attitudinal" concerns to the audience, he described several instances of instructors who were unaware of and/or insensitive to the learning problems faced by visually impaired students. Several faculty felt threatened by the act of a student tape recording lectures. Others questioned the effectiveness of disabled students using special equipment. In addition, there were problems of making the equipment available in the library or other learning centers.

Other concerns involved those disabled students whose entire schooling prior to their enrollment at Hostos Community College was in the very protected environment of a parochial school for the blind. The students, all non-minority, had never experienced a social or cultural milieu that was predominantly Hispanic and Black. For some, it was a "culture shock."

VICTOR MARGOLIS: Staff Psychologist,
Nassau Community College

In describing his previous experience in working with disabled populations on campus, Dr. Margolis indicated that newly assigned coordinators of special programs for handicapped students usually are confronted with similar problems, e.g., overcoming architectural barriers, providing support services and equipment, encouraging disabled people to enroll. However, in concurring with Fred Francis' position, he asserted that a crucial dimension is one of changing attitudes. Of equal importance is the need for wholehearted commitment by the various constituencies on campus: faculty, administration and students.

To illustrate some of the issues that a coordinator of special programs may encounter, he described the following situation, which he faced shortly after he assumed the role of coordinator.

> I was asked by a member at a local high school for cerebral palsy students, if Nassau Community College would accept three young men who were quite severely disabled, in fact, more than any one I had ever met. Yet, the guidance counselor believed that all three of them could handle college level work. All three of these young men had no useable speech. They were able to be understood, perhaps by their parents or people who knew them very well, but they had no useable speech. They had no mobility. They were in wheelchairs, but couldn't move themselves around; they had to be pushed. They had no writing capacity and one of them had a rather serious cosmetic problem-- he was unable to control his drool. Now all three of these students came with no money. The counselors at OVR believed that they were so disabled they would not be able to work and felt that college was not the thing for them to do, and that they should go perhaps to a sheltered workshop or to some other training facility. Yet, all three of them wanted to go to college; they believed they were intelligent enough; their high school guidance counselor believed they were intelligent enough and after speaking with them for a very short time, I believed they were intelligent enough.

Dr. Margolis said the following issues emerged from the above described situation:

Dependency. How much dependency is healthy and/or necessary? Since these students were not being sponsored by OVR, there was no money for them to hire an attendant. This meant that they would be on campus by themselves with no attendants to watch over them. Although some student aid money was available to hire students to attend to these students during the day, would that encourage a kind of dependency we don't want to encourage?

Communication. These students could not communicate their most ordinary needs, such as "I have to go to the bathroom," or "I have to meet the person who's going to drive me home," or "I have to get to my next class." Even more important, there was the problem of communication in life-threatening situations.

Academic factors. How do these students talk to their teachers? How do they respond? How do they take notes in class? How do they take exams?

Mobility and Safety. There is the risk of an unattended student on campus. The individual might be hurt, or be left stranded somewhere, not able to get to a destination.

Several related questions were also raised for the participants to consider in their small groups, including "What are the implications of educating someone who is severely disabled? What kind of work are they going to be able to do when they leave? Are we educating them solely for the purpose of their being able to have a diploma, or are they going to be able to use it for some kind of productive enterprise?"

Other members of the college community also need consideration--faculty, students, registrar, admissions and any other people who might come in contact with the students during the day. What sort of reactions are they going to have?

And lastly, what is the role of the coordinator? Just how much am I supposed to do? Am I to go around with these students to see that they get to class? Am I to make arrangements for their parents to work with them or have them take notes in class? Am I responsible to secure "other kinds of helpers?"

EDWIN COONEY, Director, Civil Service Program for the Visually
Handicapped
Genesee Community College

Ed Cooney stated that he had been appointed as director of his program a few weeks before the beginning of the academic year. The civil service program at Genesee Community College,only partially developed at that time, provides assistance to students who have already attained degrees or who have graduated from vocational training programs. The program provides skills training for visually impaired students wishing to secure jobs in civil service. The program was conceived as one that would require 16 weeks of training, at the end of which time students would be trained sufficiently to take civil service examinations or enter the open job market.

Some of the issues that Mr. Cooney faced at the very beginning included:

- How could we guarantee that every student going through a one-semester program would be adequately prepared?
- How would we adjust/modify program requirements to meet the different needs of students?
- What criteria should be used in selecting students?
- Should we expand our services to include all the disabled rather than limiting it to those who are visually handicapped?

During the first year and a half on the job, Ed Cooney had to resolve a number of other problems related to program development:

- Should the director of special services for disabled students be a faculty member who has been on staff for some time and therefore knows all aspects of campus life? Or is it more effective to hire an outside specialist?
- What is the best way of organizing in-service training workshops?

- In developing an in-service training program, what techniques and approaches are most helpful in securing outside specialists? How do you pay consultants?
- How does the coordinator involve administrators and faculty in program planning?
- How does one identify the different types of equipment that should be used in the program?
- Should the equipment be purchased or borrowed?

A major concern at Genesee Community College was the problem of housing. Unlike most community college programs, which are for commuters, the program for the visually handicapped necessitated the college's being involved with the housing of special students.

Small Group Sessions. Following the panel presentations on the concerns and issues related to developing programs for disabled students, participants divided into several small groups. They were asked to brainstorm effective ways that could be used in resolving the problems that the panel members had presented.

The solutions developed in the small groups were offered to the large group and were compared and contrasted with those used by the panelists. For example, in approaching the problem of how to develop autonomous behavior among disabled students, one group indicated that visually handicapped students should be allowed to choose their own "readers" and tutors, rather than have the college assign students without consultation. This approach was used by a panelist's college. In addition to having a blind student make the final selection of a student aide, the college encouraged students to write their own advertising copy which announced the job opening.

Another workshop activity was a simulation of a case conference that represented an issue or concern of a disabled student currently on campus. Small groups were presented with a student profile that included all pertinent data--medical, psychological, social and academic. Participants were asked to assess the situation as though they were in a real meeting to consider the training, educational and job placement possibilities of the disabled student.

Conclusions and Recommendations

In reviewing the "College Support Services and Activity Project" for 1976-77, with special attention given to programmatic efforts at the regional workshop at Dutchess Community College and the statewide conference/workshop in Kerhonkson, New York, the following conclusions and recommendations for future activity are offered.

- Implement a series of mini-conferences on a regional basis (an informal consortium) using the model developed by IRDOE and used at Dutchess Community College (themes might include such areas as: responding to 504 regulations, increasing outreach, assertiveness training for the disabled).
- Develop a formalized approach for disseminating successful practices and/or activities among participating colleges.
- Utilize IRDOE resources for on-campus project development and proposal writing.
- Organize an exemplary in-service training program for developing self-advocacy skills among disabled students.
- Develop a "Minute-Man" type of organizational structure having the capability of responding on short notice to immediate needs of a community college. (IRDOE presently has the ability to organize groups of resource personnel who have a variety of specialized skills and are capable of doing problem solving on specific issues related to the handicapped.)
- Develop an in-service training package for student personnel staffs to provide occupational counseling for disabled students.
- Develop workshop training programs which offer "hands-on" experiences related to career counseling of disabled students.
- Improve the articulation process among secondary schools, rehabilitation agencies, and post-secondary institutions in placement of disabled students.
- Develop a model job development and job placement clearinghouse for disabled students enrolled at community colleges in a metropolitan area. The clearinghouse would match up job openings with job candidates by linking the placement counselor on campus with the personnel officer in industry.

Since 1973, when IRDOE first began the "two-year College Strategies Workshop/Conference" programs, there has been strong support for the programmatic endeavors involving the disabled on campus. A vast majority of two-year colleges in SUNY and CUNY have participated in regional or statewide conferences on the disabled. This involvement reflects the steady increase of disabled students who are doing their postsecondary work at community colleges. Of the twenty-five colleges responding to a program planning survey, eighteen institutions indicated an increase in the number of disabled students on campus.

When colleges first began organizing special service programs for disabled students, participation was most often limited to those from student personnel staffs. As colleges expanded these programs, to deal with the increasing number of issues and concerns, they realized that staff involvement had to include representatives from all segments of the college community. Acceptance of this reality resulted in colleges sending to Conference/workshops a variety of people including: academic faculty, registrars, deans, nurses and job placement directors.

Although colleges most often sent the Coordinator of Special Services to the Handicapped to attend statewide conferences, s/he was usually accompanied by represesentatives from other campus groups. Thus, each year a college was able to multiply its own in-house service delivery capability.

How helpful were the efforts of this year's project in stimulating, modifying, supporting and increasing community colleges responses to the needs of disabled students? For the project staff and advisory resource personnel, the assessment of programmatic interventions are best measured on a case-by-case approach. For the college whose previous commitment has been minimal, a burgeoning acknowledgement of a need to begin a program for the disabled is seen as significant. At a college where there has been a continuous and steady increase of support services, different measuring standards should be employed.

What we have seen over the past several years is a perceptible change in institutional attitudes and commitment to respond to the needs of disabled students. When IRDOE first became involved in programs for the handicapped, there were a number of colleges which expressed concern about their capabilities and/or levels of performance in this area.

They felt a need to become involved but were oftentimes uncertain or unaware of the ways to initiate movement. Several colleges have indicated that soon after participating in conference/workshop activities, they realized that there were others who had similar anxieties, aspirations and unfulfilled needs. In addition, they were able to experience the modest successes achieved on other campuses, successes which they too might achieve by using similar or modified approaches.

In summary, our collaborative experience with community colleges has led us to the realization that many solutions to problems related to the disabled on one campus are interchangeable among other colleges. More importantly, every time a college improves or develops an activity or program on one campus, it has value to all those who choose to participate in the group endeavor.

In a comparatively brief span of time, the risk-taking behavior of student personnel staffs in reaching out to disabled students has increased. Much of this change has been attributed to the structure and activities of the programs which have emphasized collective problem-solving of mutually shared concerns.

APPENDIX

Appendix A:

1. Summary of Program Planning Survey
2. Colleges Represented at Granit Conference
3. Participants at Granit Conference
4. Agenda for Statewide Conference

Appendix B:

1. List of Handout Materials at Statewide Conference

Appendix C:

1. Critical Incidents Used for Problem Solving Workshops
2. Problem Solving A Critical Incident

Appendix D:

1. Awareness Week Proclamation
2. Conference Agenda
3. Conference Participants
4. Sample of Publicity

APPENDIX A-1

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
Graduate Center: 33 West 42 Street, New York, N.Y. 10036
212 221-3895/96

SUMMARY OF PROGRAM PLANNING SURVEY

Responses from 25 Community Colleges

1. Aproximately how many full-time disabled students are currently enrolled at the college? 1795*

2. Approximately how many part-time disabled students are currently enrolled at the college? 255**

3. During the last three years, has there been an increase in the number of disabled students attending your college?

Yes	No
18	7

Do you have a counselor or other faculty member assigned as coordinator of special services to the disabled?

Yes	No
23	2

4. If yes, what approximate part of the coordinator's time is devoted to the disabled?

Less than quarter time	11
Quarter time	3
Half time	3
Full time	6

* Two colleges did not respond to question 1.

** Eight colleges did not respond to question 2

5. Are disabled students assigned to specific counselors for academic counseling?

11 Yes
14 No

6. Is there a student organization of disabled students on campus?

7 Yes
15 No
3 In Planning Stage

7. Do you have a special orientation program for incoming disabled students?

9 Yes
10 No
6 In Planning Stage

8. Are there special registration procedures for the disabled?

16 Yes
8 No
1 In Planning Stage

9. Do you have a staff person whose major function is job placement?

24 Yes
1 No

10. If your answer to Question 9 is yes, does the job placement counselor do job development for disabled students?

18 Yes
7 No

11. Do you have "awareness" activities or programs which focus on sensitizing students/faculty to the needs of the disabled?

11 Yes
14 No

12. Is there a need for in-service training of student personnel staff concerning the counseling of disabled students?

18 Yes
7 No

13. Is there a need for an in-service training program for up-grading career/occupational counseling skills of counselors?

13 Yes
11 No

APPENDIX A-1 (Continued)

Please check the areas of interest and/or concern that you would like to explore at a regional or statewide conference regarding the disabled. Please double check those having highest priority.

16	Career/Occupational counseling
16	Job Placement/Job Development
15	Role of coordinator for the disabled
13	Awareness training for staff/students
12	Relationships with Office of Vocational Rehabilitation (OVR) --Commission for Visually Handicapped
11	Developing a regional consortium of community colleges for problem-solving specific concerns
9	Legislation and the law
9	Labor market trends
9	Developing career courses
9	Cooperation education
7	Articulation with BOCES and high schools
4	Organizing a student-faculty organization
1	(other)
	(other)

APPENDIX A-2

COLLEGES REPRESENTED AT GRANIT CONFERENCE

May 1-3, 1977

Alfred Agricultural and Technical College

Borough of Manhattan Community College

Bronx Community College

Broome Community College

Canton Agricultural and Technical College

Clinton Community College

Cobleskill Agricultural and Technical College

Corning Community College

Delhi Agricultural and Technical College

Dutchess Community College

Elizabeth Seton College

Erie Community College

Genesee Community College

Herkimer Community College

Hostos Community College

Hudson Valley Community College

Kingsborough Community College

LaGuardia Community College

Mohawk Valley Community College

Monroe Community College

Morrisville Agricultural and Technical College

New York City Community College

Niagara Community College

Onondaga Community College

Queensborough Community College

Schenectady Community College

Staten Island Community College

Suffolk County Community College

Sullivan County Community College

Teachers College, Columbia University

Tompkins-Cortland Community College

Ulster County Community College

APPENDIX A-3

PARTICIPANTS AT GRANIT CONFERENCE

May 1-3, 1977

Candy Albino - Staten Island Community College

Bill Alberta - Herkimer County Community College

Mr. Adelrod - SUNY/Canton

Francis Battiste - Broome Community College

Herb Bender - Dutchess Community College

Amos Ben-Hur - Queensborough Community College

Gloria Berens - Psychologist, Success Motivators

Barbara Berlin - Mohawk Valley Community College

Howard Berger - Director of Operations, NYS Division of Vocational Rehabilitation

Walter Bernstein - Ulster County Community College

Blanche Berk - IRDOE

Geraldine Bibby - Monroe Community College

Marilyn Blum - SUNY/Cobleskill

Joanne Braxton - Suffolk County Community College

Eugene Brown - SUNY/Canton

Charles Brown - Commission for Visually Handicapped

Richard Cardoza - SUNY/Delhi

Thomas Cardman - SUNY/Alfred

Paul Chakonas - New York State Education Department

Richard Chapman - SUNY/Morrisville

Dave Clark - Corning Community College

Gloria Clyne - Borough of Manhattan Community College

Lee Cohen, IRDOE

APPENDIX A-3 (Continued)

Edwin Cooney - Genesee Community College

Gloria Davis - IRDOE

James Diffley - Suffolk County Community College

Francis Dispenza - Genesee Community College

Ann Edwards - Niagara County Community College

Phil Fagin New York City Community College

Patricia Fatta - Schenectady County Community College

Bob Feinstein - New York City Community College

Eunice Fiorito - Mayor's Office for the Handicapped, NYC

Bert Flugman - IRDOE

Fred Francis - Human Resources Center

Jan Freund - SUNY/Cobleskill

Max Frielich - Bronx Veteran's Administration Hospital

Roslyn Fisher - IRDOE

Connie Game - Corning Community College

Leo Goldman - City University of New York

Richard Greenfield - New York City Community College

Lisa Gwenner - Monroe Community College

Edward Hayes - Onondaga Community College

Ken Henning - Niagara County Community College

Clarke Hoffman - SUNY/Delhi

Maryanne Horn - IRDOE

Jack Jaffe - Counseling Psychologist

Carol Joseph - Niagara County Community College

David Katz - IRDOE

Dave Keller - SUNY/Canton

APPENDIX A-3 (Continued)

Oliver Klapper - Kingsborough Community College

Robert Kurland - Ulster County Community College

Edwin Kurlander - Sullivan County Community College

Wilbur Lamb - SUNY/Morrisville

Donald Leonard - Genessee Community College

Felix Lombardi - Niagara County Community College

Sue Lyon - Ulster County Community College

Robert McMillan - Bronx Community College

JoAnn Madsgard - Nassau Community College

Victor Margolis - Nassau Community College

Denise Matava - IRDOE

Karen Martin - IRDOE

Kevin McKenna - Elizabeth Seton College

Martha Barry McKenna - Elizabeth Seton College

Caroline Miller - Monroe Community College

Iolani Miller - Borough of Manhattan Community College

Joy Ann Miller - Mohawk Valley Community College

Michael Miller - Queensborough Community College

W. Terrance Moorey - Suffolk County Community College

Bob Nathanson - Long Island University

Michael Newman - Kingsborough Community College

William O'Brien - Hudson Valley Community College

Elizabeth O'Leary - Clinton Community College

Gerald Parker - SUNY/Alfred

Elena Petruzzi - IRDOE

APPENDIX A-3 (Continued)

Lavern Phillips - Erie Community College

Murray Plissner - Kingsborough Community College

George Potter - Ramapo College of New Jersey

Laurie Potter - Ramapo College of New Jersey

Walter Poland - Tompkins-Cortland Community College

Carol Rivera - Bronx Community College

Ina Rosen - IRDOE

Mary Rittling - SUNY/Delhi

Thad Rushe - Schenectady County Community College

Andy Saluga - LaGuardia Community College

Francis Short - Broome Community College

Diane Simon - IRDOE staff member

Joanne Slappo - Ulster County Community College

Delores Smalls - Nassau Community College

Cherie Stevens - SUNY/Cobleskill

Michael Stimola - Hostos Community College

Randy Tarrier - City University of New York

Guerrino Verzier - Erie Community College

Sylvia Weinstein - IRDOE

Dotty West - Dutchess Community College

Francis White - Clinton Community College

Chava Willig - New York City Community College

Diane Woods - Teachers College, Columbia University

Bob Wood - Clinton Community College

John Yaegel - Queensborough Community College

Roz Zuger - Institute of Rehabilitation Medicine

SUNDAY APPENDIX A-4 MAY 1, 1977

3:00-5:00 P.M. REGISTRATION

MATERIALS AND EQUIPMENT DISPLAY--CONVENTION HALL

7:00-8:00 P.M. DINNER

8:15 P.M. OPENING SESSION

WELCOME

LEE COHEN, DIRECTOR, INSTITUTE FOR RESEARCH AND DEVELOPMENT IN OCCUPATIONAL EDUCATION (IRDOE) CENTER FOR ADVANCED STUDY IN EDUCATION, CITY UNIVERSITY OF NEW YORK

INTRODUCTION

DAVID KATZ, PROJECT DIRECTOR, IRDOE

CONSUMER ADVOCACY: DISABLED ADULTS TAKE ACTION

EUNICE FIORITO, DIRECTOR OF MAYOR'S OFFICE FOR THE HANDICAPPED, NEW YORK CITY - PRESIDENT, AMERICAN COALITION OF CITIZENS WITH DISABILITIES

DISABLED STUDENTS ON CAMPUS: PERCEPTION OF A COLLEGE PRESIDENT

GEORGE T. POTTER, PRESIDENT, RAMAPO COLLEGE OF NEW JERSEY

PROVIDING ON-CAMPUS SUPPORT SERVICES

LAURIE S. POTTER, COUNSELOR FOR SPECIALIZED SERVICES, RAMAPO COLLEGE OF NEW JERSEY

OPEN FORUM

A CONFERENCE GUIDE: ANALYZING INTERVENTION STRATEGIES. WHOSE GROWTH AND INDEPENDENCE DO THEY PROMOTE?

BERT FLUGMAN, PROJECT ASSOCIATE, IRDOE

MONDAY-A.M. APPENDIX A-4 MAY 2, 1977

8:00 A.M.-9:00 A.M. BREAKFAST

9:15 A.M.-12:15 P.M. WORKSHOPS

PROGRAMMATIC INTERVENTIONS IN RESPONDING TO THE NEEDS OF DISABLED STUDENTS

WORKSHOP I

THE MOTIVATION ADVANCE PROGRAM: ENHANCING GROWTH THROUGH POSITIVE SELF-CONCEPTS

THIS WORKSHOP PRESENTS AN OVERVIEW OF THE MOTIVATION ADVANCE PROGRAM, ITS GOALS, STRUCTURE, HISTORICAL BACKGROUND AND THEORETICAL UNDERPINNINGS. PARTICIPANTS WILL SAMPLE SEVERAL PHASES OF THE PROGRAM IN CONJUNCTION WITH VIDEOTAPED INSTRUCTIONAL MATERIAL.

WORKSHOP LEADER: GLORIA BERENS, PSYCHOLOGIST, SUCCESS MOTIVATORS

WORKSHOP 11

CAREER DEVELOPMENT SKILLS AND INTERVENTIONS

A HUMANISTIC MODEL FOR CAREER DEVELOPMENT WILL BE PRESENTED. GAMES, SIMULATIONS AND INVENTORIES WILL BE DEMONSTRATED AS INTERVENTIONS THAT STIMULATE INSIGHT FOR CAREER DEVELOPMENT.

WORKSHOP LEADER: RANDY TARRIER, PROFESSOR, GRADUATE SCHOOL AND UNIVERSITY CENTER, CITY UNIVERSITY OF NEW YORK

WORKSHOP 111

STRUCTURED AND UNSTRUCTURED APPROACHES IN ASSESSING INTERESTS

THE WORKSHOP WILL INCLUDE DEMONSTRATION AND PRACTICE IN THE INTERPRETATION OF BOTH HIGHLY STRUCTURED AND UNSTRUCTURED METHODS OF ASSESSING VOCATIONAL INTERESTS.

WORKSHOP LEADER; LEO GOLDMAN, PROFESSOR, GRADUATE SCHOOL AND UNIVERSITY CENTER, CITY UNIVERSITY OF NEW YORK

WORKSHOP IV

FACILITATING SELF-AWARENESS AND COMMUNICATION SKILLS: SENSITIZING FACULTY, STAFF AND DISABLED STUDENTS IN RELATING MORE EFFECTIVELY

THE WORKSHOP IS DESIGNED TO DEVELOP GREATER SELF-AWARENESS AND EFFECTIVE COMMUNICATIONS SKILLS. ACTIVITIES WILL INCLUDE: DEMONSTRATIONS, ROLE-PLAYING, SIMULATIONS, GROUP DYNAMICS, AND A THEORETICAL OVERVIEW SO THAT THESE METHODS CAN BE USED BY PARTICIPANTS ON THEIR HOME CAMPUS.

WORKSHOP LEADERS: JACK JAFFE, COUNSELING PSYCHOLOGIST; VICTOR MARGOLIS, COUNSELING PSYCHOLOGIST, COORDINATOR OF SERVICES FOR THE HIGHER EDUCATION OF THE DISABLED, NASSAU COMMUNITY COLLEGE

1:00 P.M.-2:00 P.M. LUNCHEON

2:15 P.M.-5:15 P.M.

REPEAT OF MORNING WORKSHOPS

6:00 P.M.-7:00 P.M. SPIRITUAL REVIVAL

7:00 P.M.-8:00 P.M. DINNER

8:15 P.M.-9:45 P.M. PANEL

WHO AND WHAT IS OVR: COUNSELING AGENCY OR FUNDING AGENCY?

HOWARD BERGER, DIRECTOR OF OPERATIONS, NEW YORK STATE, OFFICE OF VOCATIONAL REHABILITATION

CURRENT PROGRAMS IN POST-SECONDARY EDUCATION: THE COMMISSION FOR THE VISUALLY HANDICAPPED RESPONDS TO THOSE WITH SPECIAL NEEDS

CHARLES BROWN, SENIOR REHABILITATION COUNSELOR, COMMISSION FOR VISUALLY HANDICAPPED

TUESDAY

APPENDIX A-4

MAY 3, 1977

8:00 A.M.-9:00 A.M. BREAKFAST

9:15 A.M.-11:00 A.M. PROBLEM SOLVING WORKSHOPS

PARTICIPANTS WILL CONSIDER AND PLAN SOLUTIONS TO SPECIFIC PROBLEMS ON THEIR CAMPUSES.

11:00 A.M.-12:00 P.M.

ANALYZING INTERVENTIONS FOR GROWTH AND INDEPENDENCE: A RECAPITULATION

BERT FLUGMAN, IRDOE

1:00 P.M.-2:00 P.M. LUNCHEON

2:00 P.M.-3:30 P.M.

RESOURCE PERSONNEL WILL BE AVAILABLE FOR ADVICE AND TECHNICAL ASSISTANCE

RESOURCE PERSONNEL

APPENDIX A-4

*Gloria Berens, Psychologist
Success Motivators

Howard Berger, Director
Division of Vocational Rehabilitation Operations

Blanche Berk, IRDOE

Herbert Bienstock, Regional Commissioner of Labor Statistics
U. S. Department of Labor, Bureau of Labor Statistics

Charles Brown, Senior Rehabilitation Counselor
Commission for Visually Handicapped

Paul C. Chakonas, Associate in Higher Education
Bureau of Two Year College Programs, State Education Department

Lee Cohen, IRDOE

Gloria F. Davis, IRDOE

Eunice Fiorito, Director of Mayor's Office for the Handicapped,
New York City

*Bert Flugman, IRDOE

*Fred Francis, Director of Rehabilitation Services
Human Resources Center, Albertson, New York

*Max Frielich, Vocational Rehabilitation Specialist
Bronx Veteran's Administration Hospital

*Leo Goldman, Professor
Graduate School and University Center, City University of New York

*Jack Jaffe, Counseling Psychologist

*David Katz, IRDOE

*Victor Margolis, Counseling Psychologist; Coordinator of
Services for Higher Education of the Disabled
Nassau Community College

George T. Potter, President, Ramapo College of New Jersey

*Elliot Rosman, Coordinator of Handicapped Student Affairs
Queensborough Community College

Randy Tarrier, Professor
Graduate School and University Center, City University of New York

Michael Van Ryn, Chief, Grants Administration Unit
State Education Department

*Rosalind Zuger, Director of Placement Services
Institute of Rehabilitation Medicine

*IRDOE Planning Committee

APPENDIX B-1

List of Materials

Epilepsy: Hope Through Research; Public Health Service Publication 938, Revised 1972, U.S. Department of Health, Education and Welfare

Pharmacopoeia of the Epilepsies; Epilepsy Foundation of America 19[illegible]

Answers to the Most Frequent Questions People Ask About Epilepsy; Epilepsy Foundation of America, 1973

Research Into the Epilepsies; Epilepsy Foundation of America 1974

Recognition and First Aid for Those with Epilepsy; Epilepsy Foundation of America 1973

MS: The Enemy of Young Adults; National Multiple Sclerosis Society

The Handicapped in America; Mainstream, Inc.

Books on the Epilepsies for Lay and Professional Readers; Epilepsy Foundation of America 1975

Affirmative Action to Employ Handicapped People: A Pocket Guide; The President's Committee on Employment of the Handicapped, Washington, D.C.

The CPK Test--For the Detection of Female Carriers of Duchenne Muscular Dystrophy; Muscular Dystrophy Association, 1977

Catching Up On Aging; Newsletter of the CASE Office of Gerontological Studies--Graduate School and University Center, No. 1, January 1977, No. 2, March 1977

Bibliography: Services for the Disabled--Prepared by Nassau Community College, Services for the Higher Education of the Disabled

Reprint--New York University Alumni News--November 1975 "Disabled Find Barriers Diminishing," "NYU Eases Life for the Handicapped," "It's Not Just A Matter of Interpretation to Her"

Reprint, AMICUS--Volume 1, No. 6--September 1976--"Organization Assists in Affirmative Action for Handicapped"

Reprint, The Washington Post, Business and Finance, May 12, 1976, "Handicapped Barriers Mostly Social"

APPENDIX B-1 (Continued)

Reprint--Christian Science Monitor, "New Helping Hand for the Handicapped", December 3.

State University of New York at Albany, Rehabilitation Service Office of Student Life--Brief description of the program

SUNY/Albany--Newsletter March 1977, No. 7

"In the Mainstream" -- Volume 1, No. 3, Winter 1976, Mainstream, Inc.

Veteran's Service "Veteran's Omnibus Health Care Act of 1976"

Reprint, All Hands Magazine -- "Handicapped Employees--Physical Impairments Are Just Obstacles To Overcome"

You Can't Get There From Here, Reprinted for the President's Committee on Employment of the Handicapped. Spring, 1976, Journal of American Insurance.

Reprint of magazine ad, "FDR Sat Here"

Reprint, General information re: Telephone Company, Recreation and Sports, Travel, Legal, Books and Periodicals

U.S.Department of Labor Program Highlights--November 1975

Reprint--New York Times May 26, 1976--"Darkness at Noon" by Harold Krents

Reprint--Nation's Business, June 1976 "Making It Easier to Hire the Handicapped."

Reprint "How to Accommodate Workers in Wheelchairs" "Job Safety and Health" U.S.Department of Labor October 1976

Long Island Press "Plight of Wheelchair Bound--Fight's on For Barrier Free World" , March 2, 1977

New York Times, April 6, 1977, "A Minority Inside A Minority"

Journal News, December 2, 1976 "Barriers To Come Down"

New York Times, September 27, 1976, "Computer Picks Job Slots Fitted to Handicapped

Journal News, December 2, 1975 "County to Help Handicapped"

APPENDIX B-1 (Continued)

New York University Alumni News, November 1975 "Disabled Find Barriers Diminishing" "New York University Eases Life for the Handicapped"

New York Times, January 2, 1977 "Schooling the Kids No One Wants"

New York University Alumni News, November 1975 "It's not just a Matter of Interpretation to Her"

Book: SKILLS IN LIVING...TOWARD A RICHER TOMORROW (United Cerebral Palsy Association, Inc.)

Book: ESTABLISHING AFFIRMATIVE ACTION FOR THE DISABLED: ISSUES AND GUIDELINES. Industrial Social Welfare Center, Columbia University School of Social Work and New York Chamber of Commerce and Industry.

APPENDIX C-1

APPENDIX C

Critical Incidents Used for Problem Solving Workshops

Tuesday Morning, May 3, 1977

John Smith, a senior student at an Agricultural and Technical College, has multiple sclerosis that confines him to a wheelchair. During his first year at college he was rather introverted and protected excessively by his father. During his senior year he began to expand his interests and found added fun with peers on campus. However, his father, who lives twenty miles away, continues to be overprotective making John feel resentful. What can we do to help? How far should we intrude into a family relationship.

***

Ellen James, a totally blind student at Holly Hill Community College, is getting good grades in a challenging curriculum. The faculty are concerned that she is not entering into college life outside the classroom. Ellen's parents have encouraged a strong dependence on them which Ellen does not discourage. She does not function at all outside the classroom without the parents at her side. Her teachers say that growth as a person is impossible under these circumstances. What can be done with overprotective parents? How should the counselor approach the problem?

***

Astley Ewen drives a car to a college where there are no parking facilities. He uses crutches and is forced to park in a public lot four long blocks from the building. Mrs. Ewen called the school to report that Astley wasn't able to carry his books from the car to classes and manage his crutches.

***

A young woman who is legally blind comes to High Flying Community College. She announces that she wants to major in child care so she can work as a teacher's aide in a nursery school. The advisor to the program tells the counselor that this is an unrealistic career choice. The counselor agrees with the advisor but the student is adamant.

***

Debbie is a non-matriculated, part-time student attending Grand Community College along with her husband, John, who is preparing for a career in accounting. Her choice of courses and class meetings centers on John's program since Debbie, who is wheelchair bound, does not drive and depends upon him for transportation.

Returning to school was a major step toward becoming independent. With this step has come new interpersonal problems with her husband who is struggling with his own identity. While he appears to be encouraging her, there is a constant, but subtle feeling being communicated that his education is more important. Yet, for her, education and her growing independence are greatly valued. Although she loves him, she is confused regarding her feelings, their relationship, and the reasons for her husband's reaction. Rather than working these out, she has resigned herself to conforming to her husband's needs.

***

Alex is in his second year of a business administration program having studied on a part-time and then fulltime basis under OVR sponsorship. A solid "B" student, Alex is quick to make judgments, quite outspoken, and most impatient when things don't go his way, often feeling that he is not getting a "fair deal." This, at times, has caused tension in relationships with students as well as faculty, though he has established close ties with several students on campus.

In a clash of personality with another student, Alex was certain that it was because he is epileptic that the student kept bothering him, indicating that "people just don't like being around those people." The conflict appeared to evolve over a period of several class sessions with Alex himself being the one to strongly inform the student that he is epileptic and has "special needs." Alex came to the counselor wanting her to stop the student from irritating him.

***

Two wheelchair bound and two other handicapped students wanted very much to attend a special conference which is held two weeks before final examinations. These students miss many classes, of necessity, and did not feel they could take two days off from classes at this time. Their counselors feel that it is important for them to participate in the conference and become more involved in campus life outside the classroom.

***

Jane is a student at Sunset Valley Community College. She has cerebral palsy and is confined to a wheelchair. Jane is enrolled in a science course which Dr. Fisher teaches. Dr. Fisher requires field trips as part of his course requirements which Jane is unable to attend. Jane is reluctant to approach Dr. Fisher in order that other arrangements can be made for her concerning the trip because the professor is not very cooperative in dealing with situations for a handicapped person. Jane comes to you for assistance.

***

Dr. Monroe is chairman of the English department. He is very reluctant to have handicapped students involved in his program. A few handicapped students had expressed an interest in becoming English majors; however, after speaking with Dr. Monroe decided not to enter the program. How do you approach Dr. Monroe concerning his feelings toward the disabled students and the negative outcomes of these student meetings?

***

A secretary at Airfield Community College mentions casually that a disabled student has been in her office every day for the past semester requesting typing, use of the phone and other services. The secretary hastens to add that she is not complaining although the student disrupts the office routine, interferes with the secretary's work and in general asks the secretary to do things that the student could easily do for herself. The counselor asks the secretary if she would like some help in dealing with this problem. She hesitatingly said yes but indicated that she felt some guilt in asking for a resolution of this problem.

***

Louis, a twenty-four year old community college student, is confined to a wheelchair. He can move around freely as long as he has access to ramps and elevators that can accommodate his wheelchair.

The use of the elevator is restricted to maintenance staff and handicapped students. Frequently, when the elevator is used (sometimes by persons who don't really need to use it) the link door is kept jammed open (so the elevator door cannot close while the elevator is being unloaded) and forgotten. Louis frequently finds himself stranded on an upper floor until someone dislodges the elevator door so it can be used again.

The elevator is very old, but the school maintains that a new one would be too great an expense just to accommodate the needs of a handful of handicapped students. For Louis the elevator situation is a prime factor in determining whether or not he will return to school.

***

Patti, a twenty-five year old master's degree candidate doing an internship in counseling at a community college, is physically handicapped by cerebral palsy. She uses crutches, but she is independent and capable, and doing well in her internship experience.

One day, while chatting with a student, Patti overhears a faculty member ask someone, "Is she retarded?"

***

APPENDIX C-1 (Continued)

- 4 -

A visually handicapped student reenters college after a previous unsuccessful college experience. He has extremely high intellectual potential, and an expressed vocational interest in accounting. His previous lack of success seemed due to his inability to cope with academic and emotional barriers.

After assessing his background it was decided to set up a program which would encourage him to confront difficult or threatening social and academic situations. A strategy for meeting the above mentioned objectives was structured through specific courses that would assist him in gaining skills in which he was weak (e.g., vocabulary, writing, career analysis, etc.).

As the semester progressed, the student continued to avoid difficult, uncomfortable and threatening situations. A case conference was called for the purpose of making the student aware of the staff's concern for his avoidance behavior and his lack of results. The student and staff reviewed his grades. They confirmed goals and new strategies were developed.

Unfortunately, the student did not return to campus after the Easter recess. Was the approach used appropriate? What else might have been done?

***

Sam Straight, a paraplegic requiring attendant care, will enter Hidden Valley Community College in the fall. He has contacted the counseling center at the college. He says he is unsure as to whether the attendant he requires be recruited from the student body or outside the college community. He cannot decide which would be better for him despite spending considerable time thinking about it.

***

Jasper Strong, second year student at Mountain Top Community College, has recently obtained his own automobile. During the first year at college, Jasper, who uses two canes, was driven to school by a parent or special bus for disabled students. The counselor of special programs at the college has been informed that Jasper is constantly late or missing from his English class which is at 9:00 o'clock.

After one of the weekly meetings of the disabled students' organization,the counselor asks Jasper if he is having difficulty in English. Jasper indicates that English is one of his best liked subjects but he misses class frequently. As the conversation continues, Jasper blurts out "Almost every day that I drive and try to park in the spaces set aside for disabled students, there are cars parked illegally. I'm so angry because it means that I have to cruise around for an available spot which more often than not is far away from the English class building."

The counselor asks Jasper what has he done to remedy the situation. Jasper shrugs his shoulders, looks away and doesn't reply.

***

John Jones has just been appointed director of a "new" program for handicapped students at Suburban Community College. He meets with several academic department chairpeople. Most of them agree to allow him to pull course cards for the handicapped students but a few refuse, stating that this would set a precedent for other groups to seek "favors" and, in turn, subject their departments to criticism from the majority of students. Jones is confused.

***

Sudden Community College has very limited parking. Giving parking permits to the handicapped has never been a problem because so few handicapped attended. A recruiting drive increased this number dramatically. The Director of the handicapped program asks for 100 permits, but is told by the Dean of Administration that he only has twenty-five spaces and could only provide more by cutting out faculty spots. The Director is uncertain how he should follow-through.

***

Marvin Frankel, first year student at Oshkosh Community College, had been working for twenty years as a successful art director and layout man for an advertising firm when his vision began to deteriorate. He continued to work from 1962 to 1975 at which point his vision became so poor that he had to give up work. He is now legally blind; he travels independently and can read at a very close range for short intervals. His prognosis is uncertain.

Mr. Frankel is in the Department of Graphic Arts. His career goal is to be a production or traffic manager in a printing or advertising agency. His CVH counselor approved this vocational plan but has expressed doubts both to Mr. Frankel and his college counselor. Counseling sessions have revealed that Mr. Frankel realizes that the attainment of this goal is contingent on both the stability of his vision and the willingness of employers to accept his condition. However, he is not exploring other alternatives. He has expressed concern that more "realistic" goals would restrict him to positions of a lower status than his former occupation.

***

There are two elevators at MCC that go to upper floors where classes are held. They are at opposite ends of the school. I went to one of the elevators one day with two friends who are both in wheelchairs. We needed to use the elevator to get to our next classes. When it arrived on the first floor, several people, none of them with any noticeable disability, piled on and there was only room for one wheelchair, so one of my friends got on. I asked if they could make room for the two of us who were left and the reply was, "Sorry, full. It'll be back down soon." I got very very angry. The two of us left who really needed the elevator and weren't allowed on it! When I later talked to my friend who had managed to get on the elevator, he said that he'd told the people that they could have used the stairs and let people who need the elevator use it, but the reply was that they have a right to use the elevator.

***

Bill Bluffer, a student at Borough Community College has spina bifida and uses a wheelchair. In the bus during a field trip one day, Bill disclosed inadvertently that his condition has been corrected and that he is now able to walk. During further discussion with his counselor, Bill told her that he wants to use his wheelchair because it is easier and he gets special privileges that way. He said also that his mother wants him to use his wheelchair and not to tell anyone that he can walk because she is afraid they will lose certain financial benefits such as Social Security disability insurance. A few fellow students are aware of what Bill is doing.

***

Antonio, who is wheelchair bound, is a data processing major at ABC Community College. For the past three quarters he has not been able to take lab courses in his major because the labs are located in a building which is under construction and inaccessible. This is going to keep Antonio in school longer since he needs to take a sequence of data processing lab courses.

A problem disabled students face at this school is the bathroom situation. The stalls are too narrow for a person on crutches to enter and turn around and virtually impossible for a wheelchair student to use. This is coupled with the fact that all are located at opposite ends of the long hallways, with none centralized.

***

There is a policy in the chemistry department at this college which does not allow disabled students [illegible] chemistry labs. The reason that we have been given for this policy is that a few years ago an injury resulted from a disabled student being in lab. This policy has made it extremely difficult for a disabled student to take chemistry. We have discovered that part of the problem is that the department is misinformed as to the capabilities and needs of disabled students, particularly in a chemistry lab situation. The legality of the policy is being investigated in order to help determine how to solve the problem.

***

Mark and Sherry are wheelchair bound. They attend a school that has several handicapped students, some use crutches, others walk with the aid of canes. Their school has four floors of classrooms. Each time the firebell rings for a drill, these students must wait until the bulk of students pass down the stairs then make their way slowly and painfully, in some cases, down. Those in wheelchairs must rely on several people to carry them. No safe and fast way has been provided for their evacuation in case of an emergency.

***

A well known photoprocessing company employed blind persons to work in the darkroom developing pictures. They informed a counselor that they are discontinuing this practice because blind employees aren't cost effective. It is a seasonal business and during slow periods they feel these employees are unable to fill in elsewhere. This is also true, they say, during the day when help is needed in other areas of the business. "It's just not worth our while," they said.

***

Through the Cooperative Education Office we learned of a position available at a nearby company. A visually impaired student with necessary qualifications applied for this position and was offered the job. When he appeared for his physical he was rejected by the company physician because he'd failed the standard eye examination. In view of the department's original decision to employ this person, serious questions were raised as to validity of an eye examination, and the assumption made by the doctor that the student's disease would make him unemployable. What should the college do?

***

Mike is 21 years old and a recent graduate from a metropolitan two-year college. While at the college he majored in accounting and received the Cooperative Education Award for being the hardest worker, having an outstanding work attitude, and overcoming great difficulty during his two internships.

Since his graduation, Mike has been on countless interviews over a six month period and has been rejected continuously. Mike returned to the Placement Office and it is determined that the problems are as follows:

- Mild epilepsy seizures.
- Paralyzed right arm through to fingers.
- Speech slurred.
- Low self-confidence and poor self-image.
- High tension and strain.

What can be done to help Mike obtain employment and become independent?

***

Jane Smith, a student at Cross County Community College, has indicated to her counselor that she wants to participate in the college "co-op" program. In consulting with the co-op placement coordinator, Jane expresses interest in a work situation involving bookkeeping and/or accounting.

The co-op coordinator, after meeting with the employment manager of a moderately sized business in the community, informs Jane that she has been assigned to work at the Open Heart Company. On the second day at work, the employment manager informs the co-op coordinator that Jane is unsuitable for placement. The manager states that one of the job requirements is to duplicate materials and that Jane who is wheelchair bound, cannot pass through the narrow aisles leading to the Xerox machine.

***

Carl Smith is a criminal justice student at X Community College. He has had a successful academic career and is now ready to graduate. When employers read his resume, they are always impressed with his potential. However, he has never gotten beyond the interview stage because all employers feel that he would not be able to handle undercover work. Their reason for saying this is due to his having only one arm. They indicate that he would stand out too much in a crowd, thus nullifying his effectiveness.

APPENDIX C-2

PROBLEM SOLVING A CRITICAL INCIDENT

(Edited Transcript of One Workshop)

Bill Bluffer, a student at Borough Community College has spina bifida and uses a wheelchair. In the bus during a field trip one day, Bill disclosed inadvertently that his condition has been corrected and that he is now able to walk. During further discussion with his counselor, Bill told her that he wants to use his wheelchair because it is easier and he gets special privileges that way. He said also that his mother wants him to use his wheelchair and not to tell anyone that he can walk because she is afraid they will lose certain financial benefits such as Social Security disability insurance. A few fellow students are aware of what Bill is doing.

NV: Do we wait for a leader to emerge?
DM: Why don't we just choose an incident we'd like to deal with?
NV: Let's talk about Bill Bluffer.
MA: That's a good one.
DM: Why don't we get people's initial impression about what happened after they read it.

Issue: Knowledge about the disability

SW: Is it possible for spina bifida to be corrected?
NV: Spina bifida is not correctible. The degree of spina bifida can vary. It's more or less an acute condition, but it is not correctible. So you can't generalize how comfortable a spina bifida patient is.
NV: There are spina bifida patients that aren't wheelchair bound.
SW: What he's saying is, "I'm not cured, I could walk with assistance, but I would still have the condition...I would still be disabled.
NV: I think we're leaving something out. Does everyone know what spina bifida is, because we're talking about a specific condition. (Spina bifida is described.)
NV: In this case, we're dealing with a condition very well described.

Issue: Counselor's initial view of the situation

SW: So the issue we're dealing with here is, is he putting one over on the counselor? Is he not accepting his disability? Is he really believing his fantasy?
NV: Well, it says he disclosed it inadvertently.
NV: He says the condition is corrected.
SW: Yes, that's the point. Are we going to put our emphasis there or are we going to actually say that with braces he can get himself around.
NV: I think you're dealing with two facts...not only the physical fact of spina bifida, but you have also a conditioning situation. Initially he couldn't walk, he's in a wheelchair, mother says use the wheelchair, or so he says, the transition is something he's having difficulty with.

HB: Well, if we could order some of our thoughts sequentially, I think the first thing that is needed is a complete medical workup so that no matter how you approach the rest of the problem, at least you're dealing with facts.

DM: I don't know whether that's the first step.

SW: Yes, but what H is saying is let's find out first what the physical condition is so we'll know what we're dealing with.

HB: Is it a condition which can be corrected?

DM: Yes, but I don't know if that's warranted.

SW: What would your plan of action be?

HB: It seems that the first logical step might be to get all the facts. We've heard a lot of things said by the individual and pressure from his mother, but what are the facts about this condition, and then deal with it from there.

DM: So I guess you all agree he warrants a medical workup.

HB: I think that would be a rational approach for two reasons. Number one you don't want to attempt any counseling challenge...

DM: I think a medical examination would be challenging to the kid.

NV: Assuming you have medical information, you can make counseling choices.

DM: If he thinks that his condition has been corrected, I don't know if I'd ask him to go for a medical exam. I'd go to the record.

Issues: Counseling Approaches

MA: So you're saying if there has been a change and you don't find it on record then you would suggest a physical now. How would you do that?

HB: You mean, how to broach the subject with the client?

MA: Yes.

HB: There are a variety of ways. First of all, you can't do it with Bill alone. I think you have to consider his mother. I think you need them both at the same time, no matter which aspect of the problem you're attacking.

MA: So you'd say, "Bill, I'd like to get your mother to come in and I'd like the three of us to talk about your condition, or..."

HB: "...your new status, your disability. What are the real limitations? What can you do? What can't you do?

MA: Okay, what if he doesn't want his mother here?

DM: He doesn't want anyone to know because he may lose his financial benefits.

MA: His mother is in on it.

DM: She wants him to use the wheelchair but says don't tell anyone you can walk.

SW: She doesn't want him to tell.

MA: Right, and he's told the counselor; that would be a problem.

APPENDIX C-2 (Continued)

HB: Okay, even if one were to deal with the mother, the mother could say it just isn't so, you could get a denial there. This isn't an adversary relationship. The mother might say, "Well, he's bragging or he's making this up." We're assuming mother will come in and talk. She may not talk; she may not come in.

DM: So, taking into consideration all of these factors, what's a feasible way of dealing with this situation?

HB: I hate to inject a bureaucratic note in what's going to be a significant counseling problem, but you can fall back on bureaucracy sometimes. If you can forget that you're a counselor sitting in your office, the school's medical department has a modus operandi. It does require periodic re-examinations for the disabled population which you can always fall back on as a technicality. I'm sure the student's been approached every two or three years. If you find that the counselor approach to this problem is not meeting with a successful response, I'd fall back on the technical part of it.

NV: I think the counseling approach might not be to call the mother in, but to set up a counseling session with the student. Let the student talk more. In other words, find out where he's at and then move on from there.

NV: I never considered it poor counseling to have my own hidden agenda--to fall back upon a request for an update from a school medical officer.

DM: I find this very strange because the thing I was going to say is a total contrast to this. Bill is mentioned for some reason. I'd certainly feel hesitant about doing anything until I get a cue and then go with that.

MA: If he's allowed to talk, other things may develop. He may not have to go for that physical because other things may come out. If you have a hidden agenda, including the obtaining of the medical history, you may be losing the focus of dealing with the student.

NV: But there's a middle ground here. What I know about the student before he tells me is mine to use...

NV: But I think you're hearing that from some outside source, not from him, and I think you have to hear it from him.

NV: Precisely.

NV: The reason he probably made this known to anyone is because he feels somewhat guilty. He knows he can walk and he'd probably rather walk; it's just that his mother and everyone else is pressuring him to stay in the wheelchair. "...you'll get all the benefits and all that jazz." I think he really wants to get out and that's why he's told people about it.

MA: So you see exploring that and letting him talk about it.

NV: Yes, I'd let him talk about it. I think he really wants to get out of the wheelchair.

NV: That's very perceptive, he may be calling for help.

NV: He obviously is getting a lot of pressure...

SW: The issue of whether he's in a wheelchair or not, he's still disabled. I don't see that as a reason to change his benefits anyway.

NV: But his mother thinks it will.
SW: But the question is if he can walk why isn't he walking? Even with the aide of crutches. I would still like to know if it's physically possible.
NV: Because he's getting pressure to stay in it.
SW: I would like to know if it is a fantasy of his that he can get up and walk?
MA: But why be concerned with that first? Why not accept what the client says right off? And go with it.
SW: Why not, you're right because actually nothing is changing here in terms of benefits.

Issue: Conflicting Roles of the Counselor

NV: I think we have to talk about another element too. I have to come back to the fact that this is a college student in a wheelchair and my administrative needs suddenly emerge too. Every student that can be rehabilitated into an ambulatory situation is better off and so is everyone else....This is good for his ego and good for his sense of self. I can't focus strictly on the client and not take into account those who relate to him.
MA: But you're speaking from an administrative point-of-view.
NV: No, I'm speaking as a counselor who has to deal with the total environment in which the student finds himself. The student is in a particular environment and I can't avoid the fact that there are other elements.

NV: And you need at least some facts to work with maybe dealing with the mother's irrational concerns about the laws and benefits. This is going to have to be dealt with sooner or later.
MA: With information, right?
NV: And maybe it's not the job of the counselor. Maybe all the counselor should do is call in the social security office and have all the pieces explained.
NV: The call can precede the client's arrival and you can hold the information until the client is ready.
MA: Oh no.
DI: The call may not be the mother's concern. This may be something she's using; she may want this child in a wheelchair for other reasons.

NV: I'm not sure we're contradicting each other. I'm only saying that before I deal with this client I want to know as much about his situation, real or imagined.
DI: You find out more when he talks.
NV: But I also find a lot more information by calling the local social security department.
NV: I think that M is agreeing with those who are very client centered. That all of these approaches and all of these avenues for airing of problems should be going on, but we need the facts to deal with the problem.

APPENDIX C-2 (Continued)

Issues: Developing A Relationship--Ethical Concerns

MA: Okay, my only problem with that is I want a free atmosphere; I want the client to know that he can say whatever he wants. I want him to know that I'm going to call the social security office and ask them exactly what happens with benefits and let him know that. I would feel bad if he finds out you've been checking up on him. "What is this? Where's the honesty?" Where's the trust? You don't have any problem with that?

DM: I'm willing to do everything you were saying but only when I get the cue; I'm not going to presuppose or do anything unless I get a permission slip. Would you want me to call the Social Security office? Fine, I'll do it, do you want to call? Do you want to call together? What do you want to do? Give me that go ahead. I'm not going to do things before that cue because I never know, and this comes from experience with the students we deal with, I never know what reactions they're going to have from the simplest thing that I do. Just asking one question can set off a whole chain of thoughts about me, and about the person I'm dealing with.

NV: I don't see any conflict. If I'm going to deal with a client, I find it's good preparation for me to take what I know of this client initially and check whatever material is available so I have it at hand to use or not to use. I can counsel more logically if I have the information at hand. That's the way I prepare for a counseling situation, whether it's for one session or on-going. I want to know as much about the client as I can. I'm not going to confidential sources; I'm going to a high school record which shows there was a homebound situation. Or I review medical records; I have a right to look at such material. Using this material is ethical, but I'm still going to take my cues from him and I'm not going to reveal anything.

Issue: Confidentiality

SW: Let me ask one question. If you're going to school records or confidential records, would you be interested in what the teacher said about him last year or that kind of anecdotal information.

MA: They don't write anything anymore.

SW: Now there are confidential files that are kept in the coordinator's office. Two sets of files.

MS: I don't look for that. Anything that's buried that deep I don't want to see.

SW: I agree.

Issue: Counseling Approaches

OL: How about his own personal identity...who he is as an individual. Are there things about him as an individual that he's facing now--a new life situation that maybe is more important at the moment?

This may be solved if he begins to deal with his own identity in relationship to the problem.

DM: By encouraging him to speak freely he's going to bring out a lot of information.

NV: Whatever the solution might have to be, whether he is going to remain in a wheelchair or whether he's going to stand up and walk around or how he goes about doing either. I think whatever he's comfortable with has to come from him.

MS: That raises a point that's less than subtle. As soon as we use the word solution we're posing a problem and this may not be a problem. It may be a situation. It's a situation that may or may not be viewed as a problem. I don't see it necessarily as a problem, and if it's not a problem, it may be something that needs to be dealt with superficially and if push comes to shove and it becomes an encumbrance then we'll deal with it. But right now we're dealing with an exposition of, "Gee, Now I can walk and I'd rather not walk because mama wants me to stay in a wheelchair and it's comfortable. Flux and dynamism is uncomfortable and I don't want to change.

MA: So he stays in the wheelchair.

MY: So he may just have to stay in the wheelchair for as long as he pleases.

Issue: Counseling Approaches--Involvement of Peers.

TC: Now is there going to be a problem? A few students are aware of what he's doing, I think that's a whole other thing. There could be something that comes out of that.

NV: He seems to want to get out, but he's in a situation where he can't do it by himself.

MA: So he's making people aware of it.

NV: He's definitely asking for help. That seems to be the basic cue you have to follow.

MY: I think one of your best shots is group involvement with peers. Something like this can emerge in a group session rather than in a one-on-one situation.

MY: There are other students in school with disabilities. You have a core to start a group. This might be a very valuable way to help the student work through his situation.

CC: You may get more results with a peer group than going to the records and getting all kinds of information.

MY: They are not mutually exclusive. Why can't I motivate a group situation where this may emerge and still know as much about this student as I can possibly find out. I don't see that the two are mutually exclusive. I'm not going to hand it over to the group.

OS: It's oftentimes difficult to work with disabled students. My first impulse is not to bother with the medical information unless it came out of the counseling situation itself. My inclination would be to focus on the counseling situation and allow the student to bring up any areas of concern. For example, whether he should have a medical exam or convince his mother to allow him to get out of the wheelchair.

MY: If the student, in the course of counseling, begins to let me know that he is uncomfortable about his mother's role and his mother's way of keeping him down and that my view of her motivation is less to keep him in a wheelchair than to maintain financial assistance, at that point my counseling cue would be, "Do we want to talk about this? Is this a real situation, or is this the way your mother views it?"

DM: That's your need.

Issue: Role of the Counselor

NV: I would want to know all the information but I'd approach it from a non-advisement role rather than a counseling exploratory role, then he's the one who has the responsibility to seek out the things he needs to know.

SW: I think I'd just like to make one comment. In a couple of situations where I thought I wanted to have information I got trapped. Because you set yourself up as a person who has information, The client see's that you have one fact, two facts, and before long I'm moving into the role of resource person or information giver.

MY: It's a difference between having information and being able to correlate that into your counseling style.

OK: I'm having trouble with that. We seem to be going towards a conclusion which says that good counseling and best counseling goes on with less information, and the less we know the better counselors we can be. I think there has to be a distinction among different kinds of information.

TC: My supervisor at Teachers college, who ironically had spina bifida as a child, said that the way you get the most information is by sitting next to your client and the two of you look at the situation and the two of you work out solutions and I think that's the best way to get information.

APPENDIX D-1

EDWARD C. SCHUELER
COUNTY EXECUTIVE

Office of
The County Executive
County Office Building - Poughkeepsie, New York 12601
(914) 485-9861

PROCLAMATION

WHEREAS, Marist College, Poughkeepsie, New York, has participated in Awareness Day for the past five years, and

WHEREAS, Dutchess Community College, Poughkeepsie, New York, has participated in Awareness Day for the past three years, and

WHEREAS, the purpose of Awareness Day is to focus attention on the plight and difficulties of the disabled, and

WHEREAS, various public and civic persons are encouraged to participate in this worthwhile program by actually wearing an eyepatch or allow oneself to be confined to a wheelchair in order to demonstrate to the public and themselves the enormous needs for support of the disabled, and

WHEREAS, in order to further sensitize the general public, I urge all citizens to give their endorsement to this day,

NOW, THEREFORE, BE IT RESOLVED, that I, EDWARD C. SCHUELER, County Executive of the County of Dutchess, do hereby proclaim the week of March 28th - April 2nd, 1977 as

AWARENESS WEEK

in the County of Dutchess.

In Witness Whereof, I have hereunto set my hand and seal this 21st day of March, 1977.

Edward C. Schueler

EDWARD C. SCHUELER
County Executive

APPENDIX D-2

DUTCHESS COMMUNITY COLLEGE

IN COOPERATION WITH

THE INSTITUTE FOR RESEARCH AND DEVELOPMENT IN OCCUPATIONAL EDUCATION
CENTER FOR ADVANCED STUDY IN EDUCATION
GRADUATE SCHOOL AND UNIVERSITY CENTER, CUNY

March 29, 1977
Dutchess Hall - East Lounge

MAINSTREAMING: COMPETENCE AND PERFORMANCE

9:30 - 10:00 a.m.	Registration and Coffee
10:00 - 10:05 a.m.	Welcome
10:05 - 10:45 a.m.	Program Development: Organizational and Operational Problems EILEEN BEST, Admissions Counselor Dutchess Community College, Poughkeepsie, NY EDWIN COONEY, Director Civil Service Program for the Visually Handicapped Genessee Community College, Batavia, NY FRED FRANCIS, Director Rehabilitation Services Human Resources Center, Albertson, Long Island VICTOR MARGOLIS, Staff Psychologist Nassau Community College, Garden City, Long Island
10:45 - 11:45 a.m.	Group Response to Problems Presented by Panel
11:45 - 12:15 p.m.	Group Reports and Comments
12:30 - 1:45 p.m.	Lunch in Drumlin Hall
2:00 - 3:00 p.m.	Case Study - Problem Solving Session
3:30 - 4:00 p.m.	Reports and Summary

APPENDIX D-3 (Continued)

Iona College
Ruthanne Mahoney, Assistant Dean of Students
Ginz Benz, Counselor
Bob Boust, Counselor

Dutchess Community College
Eileen Best, Counselor
Herbert Bender, Coordinator for Special Services for the Handicapped
Dean Harr, Dean of Students
Dean Monaco, Dean of Curriculum Instruction
Dean Meservey, Executive Dean
Janet Barnhart, Parent
Vicki Buchheit, Student

Nassau County Community College
Victor Margolis, Staff psychologist

Genessee Community College
Edwin Cooney, Director, Civil Service Program for the Visually Handicapped

Human Resources Center
Fred Francis, Director, Rehabilitation Services

Institute for Research and Development for Occupational Education

Dr. David Katz
Dr. Bert Flugman

Department of Mental Hygiene, Dutchess County
Irma Feldman

Rockland County Community College
Gerald Anders, Dean of Administration

APPENDIX D-3

MAINSTREAMING: COMPETENCE AND PERFORMANCE

List of Participants

March 29, 1977

Sullivan County Community College
Edwin Kurlander, Dean of Students

Vassar College
Mrs. Peggy Streit, Director Campus Activities
George Mellenthin, Assistant to Superintendent of Buildings
Harry L. Chapman, Superintendent of Buildings

Mount St. Mary College
Dean Ernest Mills, Dean of Students
O. J. Kukielski, Business Manager

Marist College
Joseph Hines, Director, Special Services for the Handicapped
Richard Barbara, Student Intern

Orange County Community College
Mrs. Patricia Benjamin, Counselor
Miss Janet Paschalson,Coordinator, Tutoring Service

Ulster County Community College
Paul Denning, Coordinator of Placement and Transfer
Jean Miles, Associate Director of Admissions
Joanne Slappo, Coordinator for Vocational Outreach Project
for the Handicapped

New Paltz, SUCO
William Sample, Director of Admissions
Christine Nelson, Coordinator of Housing Administration
Alice Matzdorf, Assistant to the Vice President for Academic Affairs

Westchester County Community College
Julius Ford, Dean of Students
Blanche Bigelow, Acting Dean of Admissions
Peter Hoffman, Counselor
Carol Tillman, Counselor

Mercy College
Denise Cancellare, Counselor

APPENDIX D-3 (Continued)

Iona College
Ruthanne Mahoney, Assistant Dean of Students
Ginz Benz, Counselor
Bob Boust, Counselor

Dutchess Community College
Eileen Best, Counselor
Herbert Bender, Coordinator for Special Services for the Handicapped
Dean Harr, Dean of Students
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Nassau County Community College
Victor Margolis, Staff psychologist

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Edwin Cooney, Director, Civil Service Program for the Visually Handicapped

Human Resources Center
Fred Francis, Director, Rehabilitation Services

Institute for Research and Development for Occupational Education

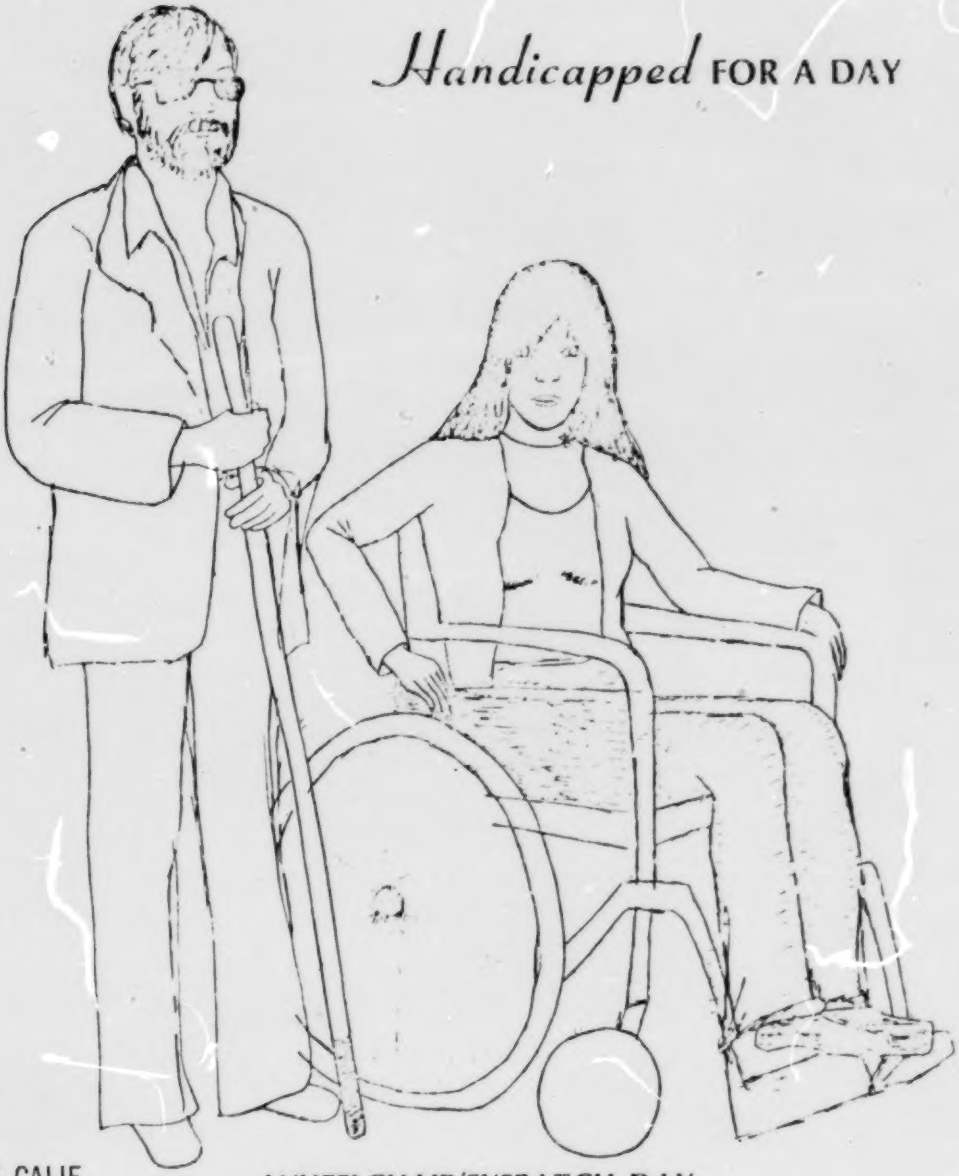
Dr. David Katz
Dr. Bert Flugman

Department of Mental Hygiene, Dutchess County
Irma Feldman

Rockland County Community College
Gerald Anders, Dean of Administration

APPENDIX D-4

Volunteer TO BE *Handicapped* FOR A DAY



UNIVERSITY OF CALIF.
LOS ANGELES

JUN 2 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES

WHEELCHAIR/EYEPATCH DAY

Wednesday, March 30, 1977

Volunteers may signup in the cafeteria March 21, 23, 24 during student activity hours

Presented as a part of Awareness Week '77